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ABSTRACT

The technical appendixes are part of a study that explores the type, content, duration, and intensity of instructional services provided to limited-English-proficient (LEP) students in the United States; administrative procedures associated with these services (including procedures for identifying students for entry into and exit from these special services); the numbers, types, and qualifications (including first and second language proficiency) and training of staff (including training/certification in bilingual or English-as-a-Second-Language (ESL) instruction); and the costs of these special services. Data were gathered through: mail survey of LEP coordinators at state education agencies (n=51), local school districts (n=745), individual schools (n=1,835), and teachers (n=949) of LEP students; telephone survey with LEP coordinators at school districts (n=99) and schools (n=263); case studies of ten school districts; and Title VII file reviews (n=192), including reviews of Title VII applications and interviews with project directors. The study covered the 1991-92 school year. This volume, fourth of 4 of the final report, contains copies of the data collection instruments and notes on the sampling design, response rates, non-response adjustments, and analytic weighting approaches used. (MSE)

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ED 420 170

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

Volume 4: Technical Appendices

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Prepared for:

Office of Policy and Planning
U.S. Department of Education

June 1993

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Office of Educational Research and Improvement
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COPIES OF DATA COLLECTION INSTRUMENTS

I. INTRODUCTION

On April 1, 1991, the U.S. Department of Education contracted with Development Associates, Inc. to conduct a "Descriptive Study of Services to Limited English Proficient (LEP) Students," with the goal of informing the reauthorization of the Federal Title VII Program in 1993. The study had four major objectives. They were to describe:

- the types, content, duration, and intensity of special education services (including both instructional and support services) provided to LEP students in the U.S.;
- the administrative procedures associated with these services (including procedures for identifying students for entry into an exit from these special services);
- the numbers, types, and qualifications (including first and second language proficiency) and training of staff (including training/ certification in bilingual or English as a Second Language (ESL) instruction); and
- the costs of these special services.

In the summer of 1992, the Department amended the original contract to include a special focus on services provided using federal Title VII funds. The amendment called for a description of the types of activities, services or products for which Title VII projects are granted funds and how these compare to activities, services, or products that are actually carried out, offered, or purchased.

The final report of the study consists of four volumes:

Volume 1 - Summary of Findings and Conclusions
Volume 2 - Survey Results
Volume 3 - Case Studies of Services to LEP Students
Volume 4 - Technical Appendices

In addition, three special issue papers have been prepared:

Paper 1 - The Role of Title VII in Services to LEP Students
Paper 2 - The Role of State Funding in Services to LEP Students
Paper 3 - A Comparison of Services Provided to Spanish, Asian, and Native American LEP Students

This is Volume 4. This volume includes copies of all of the data collection instruments, and describes the sampling approaches, response rates, nonresponse adjustments, and analytic weighting approaches used in the study. This volume is designed to serve as a resource for readers who are interested in the technical details of the study.

II. DATA COLLECTION INSTRUMENTS

The study included 20 formal data collection instruments, in four basic categories: (1) mail survey instruments; (2) telephone survey instruments; (3) case study instruments; and (4) Title VII study instruments. The instruments were as follows:

A. Mail Survey Instruments
  - State Mail Questionnaire
  - District Mail Questionnaire
  - School Mail Questionnaire
  - Teacher Mail Questionnaire

B. Telephone Survey Instruments
  - District Telephone Interview Guide
  - School Telephone Interview Guide

C. Case Study Instruments
  - District Coordinator for LEP Services Case Study Interview Guide
  - Assistant Superintendent/ Director of Instructional Programs Case Study Interview Guide
  - District Chapter 1 Coordinator Case Study Interview Guide
  - District Testing Coordinator Case Study Interview Guide
  - School LEP Services Data Summary
  - School Principal Case Study Interview Guide
  - Teacher of LEP Students Case Study Interview Guide
  - Teacher of Former LEP Students Case Study Interview Guide
  - Student Focus Group Guide
  - Classroom Observation Guide
  - School Observation Notes

D. Title VII Study Instruments
  - Project File Review
  - Project Director Telephone Survey

Copies of these instruments are provided at the end of this volume.

Each of the instruments was formally pretested and approved for use by the Office of Management and Budget.

III. SAMPLING DESIGN

A. State Mail Questionnaire

The State Mail Questionnaire was sent to all 51 State Education Agencies. A 100 percent response rate was obtained.

B. District Mail Survey

The sampling frame for school districts was all public school districts in the U.S. which enrolled at least one LEP student in the 1990-91 and 1991-92 school years. This sampling frame was chosen because the sampling frame information was only available for the 1990-91 school year, while the study was focused on the 1991-92 school year.

The sampling frame for 1990-91 consisted of a list of 6185 school districts with at least one LEP student which was compiled from reports from State Education Agencies (SEAs). The list was defined as complete by SEAs with the exception of the State of Pennsylvania, which provided only a list of the nine districts with the greatest numbers of LEP students.

As a check on the quality of the sampling frame, a mini-survey of districts which were not on the SEA lists was conducted. Telephone calls were made to a random national sample of 50 such school districts to verify the presence or absence of LEP students directly with district staff. In only three of those districts (6 percent) did district staff report the presence of LEP students in the 1990-91 school year, and the numbers of LEP students in these districts was very small (2-11). If the numbers of districts and students missed in the sampling frame were projected nationally, it would have added approximately 500 districts and 3500 LEP students to the national sampling frame.

Four stratification variables were used in sampling:

- receipt of Title VII funding in any of the previous five school years (1986-87 through 1990-91) - 2 categories (yes/no);
- presence of State funding for LEP services - 2 categories (yes/no);
- geographic region - 4 categories (Census regions); and
- number of LEP students - 4 categories (very large = 100 largest districts; large = 201 or more LEP students; medium = 21-200 LEP students; and small = 20 or fewer LEP students).

The sampling was guided by the following rules:

(1) all of the 100 very large districts were selected;
(2) a 10 percent sample of the remaining districts in Pennsylvania was contacted, and all of those with LEP students were included in the sample (21 districts);
(3) selection ratios within sampling cells were adjusted so that there would be at least 200 Title VII districts;
(4) selection ratios within sampling cells were adjusted so that there would be at least 200 districts without State funding;

(5) districts with large, medium, and small LEP population were selected in proportions of approximately 4:3:2; and

(6) to the extent possible, districts were selected proportionally across geographic regions.

Our initial sample consisted of 860 school districts. Of these, 121 were pre-selected (100 very large districts and 21 in the special Pennsylvania sample). The remainder were allocated to the 48 other sampling cells in such a way to address Rules (3)-(6) above. Districts were randomly selected within sampling cells, and the probabilities of selection were recorded on the data files.

The initial sample had the following characteristics:

- 242 districts had received Title VII grants, and 618 had not;
- 634 districts were in States with State LEP funding, and 226 were not;
- there were 100 very large districts, 375 large, 234 medium, and 151 small; and
- 146 were in the East Census region, 196 in the Southeast, 150 in the Midwest, and 368 in the West.

C. School Mail Survey

The sampling frame for the school mail survey was all public schools: (1) serving at least one LEP student in grades K-12 in the 1991-92 school year; and (2) which were part of the district mail survey sample. Lists of such schools were requested either from State Education Agencies (SEAs) or from individual school districts.

The objectives of the sampling for the school mail survey were to generate a sample containing:

- approximately 2400 schools, one-third each at the elementary, middle, and high school levels;
- only regular K-12 schools (i.e., no special education centers, adult centers, or continuation schools);
- at least 150 schools at each of the elementary, middle, and high school levels in Title VII districts which received Title VII funds;
- at least 150 schools at each of the elementary, middle, and high school levels in Title VII districts which did not receive Title VII funds.

In order to improve student-level estimates from school survey data, the probabilities of selection were weighted by the number of LEP students in the school. Schools were assigned selection weights from 1 to 5 as follows: 1-25 LEP students = 1; 26-100 LEP students = 2; 101-250 LEP students = 3; 251-500 LEP students = 4; and 501 or more LEP students = 5.

The original sample of school districts included 860 districts which were reported to have at least one LEP student in the 1990-91 school year. As a result of sampling contacts, 67 of those districts were identified as not having any LEP students in the 1991-92 school year, 5 were identified as not being public school districts, and 6 districts refused further participation. Thus, the sample of schools was drawn from the remaining 782 districts. In most cases the sampling frame data for those schools were from the 1990-91 school year.

In general, three schools were randomly selected from each of those 782 districts: one elementary school, one middle school, and one high school. There were two exceptions:

- In the very large certainty districts, 3 to 36 schools were selected based on the number of LEP students in the district (in most districts, 3 to 6 schools were selected).
- In Title VII districts, more than three schools were selected in order to reach the targets described above.

There were a total of 2555 schools selected in the initial sample. As a result of the survey effort, it was determined that 236 of those schools had no LEP students in the 1991-92 school year. These schools were eliminated from the survey sample. The population of schools in the study thus consisted of schools which had at least one LEP student in both the 1990-91 and 1991-92 school years. There were a total of 2319 such schools in the sample.

The probability of selection for a particular school was the product of the district selection probability and the school selection probability within the district. This probability was calculated for each school and used in developing analytic weights.

D. District Telephone Survey

The objective in developing a sample for the district telephone survey was to select a sample of approximately 100 districts with characteristics generally similar to the district mail sample. Thus, from the initial sample of 860 districts, an additional sampling rate of approximately 12 percent was applied to each of the sampling cells. When individual sampling cells did not contain enough cases to draw such a subsample, cells were combined across geographic regions so that at least one selection could be made from the cell.

A total of 100 districts were randomly selected from within the sampling cells for the telephone survey. The probability of selection for a district in the telephone survey thus was a product of the district mail survey probability and the fixed selection rate for the telephone survey.

E. School Telephone Survey

The objective in developing a sample for the school telephone survey was to select approximately 300 schools from within the 100 districts in the district telephone survey, with approximately equal numbers at the elementary, middle school, and high school levels.

Once the 100 districts were selected, in most cases all of the schools in the mail survey sample in those districts were included in the telephone survey. However, in those cases in which there were more than three schools in the mail survey sample, one school per grade level was randomly selected.

Because some districts did not have a mail survey school at all three levels (because they did not serve that level or had no LEP students at that level), the school telephone survey sample was supplemented with additional schools from the largest districts in the telephone sample. A total of 282 schools were selected for the school telephone survey. The probability of selection for a school in the telephone survey was a product of the school mail survey probability, the fixed selection rate for the district telephone survey, and the additional sampling rate (if any) within the schools in the school mail survey.

F. Teacher Mail Survey

The teacher mail survey was conducted in conjunction with the school telephone survey. During the telephone survey, school-level respondents were asked to assist in the distribution and return of the teacher mail survey. Thus, the teacher mail survey was conducted at only those schools included in the school telephone interview.

At each of those schools, one grade was randomly selected from within each of the following grade ranges for those grades in which the school had at least three LEP students: K-2, 3-6, 7-8, 9-12. Thus a particular school might have from zero to four specific grades selected. In 35 schools, no grades were sampled because the school did not have at least three LEP students at any grade.

School-level staff were then asked to indicate the number of teachers who instructed at least three LEP students in the selected grades. In some cases, although there were three LEP students in a specific grade level, there was no teacher who instructed at least three LEP students at that grade level. The school contact was asked to distribute the Teacher Mail Questionnaires to the relevant teachers, who returned them by mail.

The sampling population for the teacher mail survey thus was teachers who taught at least three LEP students at a particular grade level. The probability of selection of a teacher was a product of the probability of selection for the school telephone interview and the probability of a specific grade being selected (the number of grades sampled divided by the number of grades available to sample). If a teacher taught at more than one of the available grade levels, the teacher weight was adjusted to more accurately reflect the actual probability of selection.

G. Case Studies

Case studies were prepared of instructional services to LEP students at ten public school districts. These ten districts were selected from those included in the district telephone survey. They were chosen to reflect a diverse set with respect to number and language group of LEP students, types of instructional services offered, geographic region of the country, and whether or not Federal Title VII and/or special State funding for LEP services were received.

H. Title VII Study

The primary unit of analysis for the study of Title VII was the Title VII project. The sampling frame included all Fiscal Year 1991 projects in the Transitional Bilingual Education, Special Alternative Instruction, Developmental Bilingual Education, Recent Arrivals Priority, and Magnet Middle Schools Programs. There were a total of 743 Title VII, Part A grants within these programs in FY91.

A secondary unit of analysis for this study was the school district. A key objective was to summarize all Title VII activities within districts. Thus, the sampling unit for the study was a school district receiving Title VII, Part A funds. With one key exception, our approach was to select school district grantees, and then to include all grants received within those districts.

Because there was a desire to relate Title VII to the overall district program, a decision was made to include only those Title VII grantees which were also in the district mail survey sample. The district mail survey sample was a probability sample of districts, and thus the Title VII sample became a probability subsample of that group. A total of 338 Part A grants were awarded to 181 of the 860 school districts in the district mail survey sample. The Title VII sample included 207 projects sponsored by 117 school districts in the district mail survey sample.

The New York City Board of Education (NYCBOE) was treated as a special case. NYCBOE had 43 separate grants (the district with the next largest number had 8). NYCBOE was selected with certainty, but only 11 of the 43 grants were randomly selected for study. The remaining district selections were randomly made within four stratification categories based on the number of grants: one grant, two grants, three grants, or four or more grants. The numbers of selections were allocated to strata so that equal proportions of grants within each strata would be selected. The probability of selection for a specific grant thus was the product of the district mail survey probability and the probability of selection of the grant within the district mail survey sample (11/43 for the NYCBOE and 196/295 for other districts).

IV. RESPONSE RATES AND NONRESPONSE ADJUSTMENTS

A. District Mail Survey

The final sample of districts for the mail survey consisted of 782 districts. This was considerably fewer than the 860 which were originally selected because 78 of those originally selected either did not have LEP students in 1991-92 or were not public school districts.

After extensive follow-up efforts, usable questionnaires were received from 745 districts. This represented a response rate (percentage responding of those in the sample) of 95.3 percent.

Two types of adjustment factors were calculated to correct for form nonresponse. The first was designed to be applied to district-level variables (e.g., entry/exit criteria). For this adjustment, within each sampling cell the ratio was calculated of the number of districts in our sample to the number of districts who responded to the mail questionnaire. In a few cases in which the ratios were very large, cells were combined across Census regions to produce lower form nonresponse adjustments.

The second type of form nonresponse adjustment was designed to be used with student-level variables (e.g., number of Spanish language students in the district). For this adjustment, within each sampling cell the ratio was calculated of the number of LEP students in the districts in the sample to the number of LEP students in districts which responded to the mail survey. As for the first adjustment, in cases in which the ratios were very large, cells were combined across Census regions to produce lower nonresponse adjustments.

In addition, for certain key student-level items, separate item nonresponse adjustments were calculated. These item adjustments were calculated separately for the data on total number of LEP students (item 18), numbers within specific language groups (item 20), numbers at specific grade levels (item 21), and numbers receiving specific service types (item 22). As for form nonresponse, adjustments were made within specific sampling cells, and were made based either on the number of districts responding (for the count of all LEP students) or on the number of LEP students in responding and nonresponding districts (for all other variables).

B. School Mail Survey

The final sample for the school mail survey consisted of 2319 schools. After extensive follow-up efforts, usable questionnaires were received from 1835 schools. The response rate (percentage responding of those in the sample) thus was 79.1 percent.

Nonresponse adjustments for the school mail survey were similar to those for the district mail survey, except that adjustments were calculated separately for three levels of schools (elementary, middle, and high). There were two types of adjustments. For school-level variables (e.g., entry/exit criteria), within each sampling cell and school level, the ratio was calculated of the number of schools in the sample to the number of schools which returned questionnaires. In a few cases in which the ratios were very large, cells were combined across Census regions to produce lower form nonresponse adjustments.

The second type of form nonresponse adjustment was designed to be used with student-level variables (e.g., number of first grade LEP students in the school). For this adjustment, within each sampling cell and school level, the ratio was calculated of the number of LEP students in the schools in the sample to the number of LEP students in schools which responded to the mail survey. As for the first adjustment, in cases in which the ratios were very large, cells were combined across Census regions to produce lower nonresponse adjustments.

Special approaches were used for item 37 of the school mail survey (the Instructional Services Description Form). Data from this item were placed into a separate data file containing one record per form. Thus for each school in the mail survey, there could be zero (if the item was skipped), one, or multiple records. A total of 1677 schools (91.4 percent of survey respondents) provided usable data on item 37. For each school, separate nonresponse adjustments were calculated for items 37.0 and 37.1. The first adjustment was designed to be used in calculating the number of schools offering each service type as listed in item 37.0. The second adjustment was designed to be used in calculating the number of students receiving specific types of services as defined in crosstabulations of item 37.1 with other items.

Both item 37 adjustments were done for specific sampling cells. The first item 37 adjustment consisted of the ratio of schools in the sample to the number who completed item 37.0 on at least one form. The second item 37 adjustment consisted of the ratio of the number of students in schools in the sample to the number of students in schools which completed item 37.1 on at least one form.

C. District Telephone Interview

Among the 100 districts in the district telephone interview sample, interviews were completed with 99 of the districts. The response rate thus was 99 percent. The adjustment was the ratio of these two numbers (100/99) which was applied to all cases.

D. School Telephone Interview

The school telephone survey sample consisted of 282 schools within the 100 districts included in the district telephone interview sample. Interviews were completed with respondents at 263 of those 282 schools (a 93.3 percent response rate). Nonresponse adjustments were calculated separately at each of the three grade levels (elementary, middle, and high schools) and separately for Title VII and non-Title VII schools, and the adjustments were applied within those categories.

E. Teacher Mail Survey

There were two types of nonresponse to the teacher mail survey. The first consisted of nonresponse by an entire school, either because the school-level coordinator refused to participate, because the teacher survey was initiated too late to be implemented in the school, or because no teachers in the school returned the questionnaires. At least one usable teacher questionnaire was received from 162 of 247 schools (65.6 percent).

The second type of nonresponse involved specific teachers within a school. The school-level coordinator was asked to indicate the number of teachers who were eligible for the survey under the within-school sampling guidelines. From among those schools from which at least one teacher questionnaire was obtained, 975 of the 1534 questionnaires which were expected (63.6 percent) were received.

Two separate nonresponse adjustments were calculated based on these factors. The first adjustment was calculated separately for elementary, middle, and high schools, and consisted of the ratio of the number of schools in the school telephone survey sample with at least one eligible teacher to the number of schools from which one usable teacher questionnaire was received. The second adjustment was calculated separately for each school from which at least one usable questionnaire was received, and consisted of the ratio of the number of questionnaires expected from the school to the actual number of usable questionnaires received. The product of these two adjustments thus produced an overall nonresponse adjustment.

F. Title VII Study

The Title VII sample included 207 Title VII, Part A projects. A total of 206 (99.5 percent) of the FY91 applications for those projects were located, and interviews concerning 191 (92.3 percent) of the projects were completed.

The focus of the analyses involved comparisons of the application and the interview data. For analytic purposes, therefore, data were used from the 191 projects from which both sets of data were obtained. There were two nonresponse adjustments. For completely missing districts, projects in all districts in the same sampling stratum (e.g., those having one Title VII project) were adjusted to reflect the missing districts. In districts in which some (but not all) projects were missing, nonresponse adjustments were calculated within the individual districts.

V. ANALYTIC WEIGHTS

A. District Mail Survey

Six sets of analytic weights were developed to be used in the analysis of the district mail survey data, two of which were for general use, and four of which were for use on specific items. The ways in which they were developed and the items for which they were used are described below.

WT1 This weight was developed to be used for district-level variables. It was calculated by multiplying the inverse of the selection probability by the first nonresponse adjustment factor (which corrected for the number of nonresponding districts). This weight was applied to items 1-17.

WT2 This weight was developed to be used for LEP student-level variables. It was calculated by multiplying the inverse of the selection probability by the second nonresponse adjustment factor (which corrected for the number of LEP students in nonresponding districts). This weight was applied to item 19.

WT18 This weight was developed to be used only for item 18. It was calculated by multiplying WT2 by a nonresponse adjustment factor for this particular item. This weight was applied to item 18.

WT20 This weight was developed to be used only for item 20. It was calculated by multiplying WT2 by a nonresponse adjustment factor for this particular item. This weight was applied to item 20.

WT21 This weight was developed to be used only for item 21. It was calculated by multiplying WT2 by a nonresponse adjustment factor for this particular item. This weight was applied to item 21.

WT22 This weight was developed to be used only for item 22. It was calculated by multiplying WT2 by a nonresponse adjustment factor for this particular item. This weight was applied to item 22.

B. School Mail Survey

Four sets of analytic weights were developed to be used in the analysis of the school mail survey data, two of which were for general use, and two of which were for use on specific items. The ways in which they were developed and the items for which they were used are described below.

WT1 This weight was developed to be used for school-level variables. It was calculated by multiplying the inverse of the selection probability by the first nonresponse adjustment factor (which corrected for the number of nonresponding schools). This weight was applied to items 12, 14-22, and 25-36.

WT2 This weight was developed to be used for LEP student-level variables. It was calculated by multiplying the inverse of the selection probability by the second nonresponse adjustment factor (which corrected for the number of LEP students in nonresponding schools). This weight was applied to items 1-11, 13, and 23.

WT3 This weight was developed to be used only for item 37.0. It was calculated by multiplying the inverse of the selection probability for the school by the nonresponse adjustment factor for this particular item (which corrected for the number of nonresponding schools). This weight was applied to item 37.0.

WT4 This weight was developed to be used only for items 37.1 - 37.10. It was calculated by multiplying the inverse of the selection probability for the school by a nonresponse adjustment factor for item 37.1 (which corrected for the number of LEP students in nonresponding schools). This weight was applied to items 37.1 - 37.10.

C. District Telephone Survey

One set of weights was developed for this survey. It was calculated by multiplying the inverse of the selection probability for the district telephone survey by the nonresponse rate to the telephone survey. This weight was applied to all items.

D. School Telephone Survey

One set of weights was developed for this survey. It was calculated by multiplying the inverse of the selection probability for the school telephone survey by the nonresponse rate to the telephone survey (which was computed separately for elementary, middle, and high schools). This weight was applied to all items.

E. Teacher Mail Survey

Two sets of analytic weights were developed to be used in the analysis of the teacher mail survey data, one for analyses within specific grade levels, and one for analyses across grade levels. The ways in which they were developed and their appropriate uses are described below.

WT1 This weight was developed for use in situations in which analyses were to be done within grade levels. Teachers were appropriately weighted at each grade level in which they taught. This weight is not appropriate for analyses across grade levels, because teachers who taught more than one grade have weights which are too high. It was calculated by multiplying the inverse of the selection probability for the school telephone survey by the inverse of the within school sampling rate (number of grades selected divided by the number of available grades) by the school nonresponse adjustment factor (which corrected for the number of nonresponding schools) by the within school nonresponse factor (which corrected for the number of nonresponding teachers in a school). This weight was not used in the report, but was used in some preliminary analyses.

WT2 This weight was developed for use in situations in which analyses were to be done across grade levels. Teachers were appropriately weighted for overall analyses. This weight is not appropriate for analyses within grade levels, because teachers who taught more than one grade have weights which are too low. It was calculated by multiplying the inverse of the selection probability for the school telephone survey by the inverse of the within school sampling rate for specific teachers (number of grades selected divided by the number of available grades adjusted for teachers in multiple grades) by the school nonresponse adjustment factor (which corrected for the number of nonresponding schools) by the within school nonresponse factor (which corrected for the number of nonresponding teachers in a school). This weight was the one used in the report.

F. Title VII Study

One set of weights was developed for both the file review and telephone survey. It was calculated by multiplying the inverse of the selection probability for the project in the study by the two nonresponse adjustments based on the telephone survey. This weight was applied to all items in both the file review and telephone survey.

DATA COLLECTION INSTRUMENTS

MAIL SURVEY INSTRUMENTS

OMB Approval No. 18750068
Expires: 6-30-92

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

STATE MAIL QUESTIONNAIRE

Name:____

Title:____________________________Number of Years in Position:__________

Telephone Number: (____)______________Date:______________________

To the Respondent:
This questionnaire should be completed by the person at the State level who is responsible for or most knowledgeable about the special instructional services for limited English proficient (LEP) students in grades K-12.

PURPOSE OF THE STUDY

This questionnaire is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 25 minutes to complete this questionnaire. Thank you for your cooperation.

Please return the completed questionnaire within two weeks to:

LEP Descriptive Study
Development Associates, Inc.
1730 North Lynn St.
Arlington, VA 22209-2023

Public reporting burden for this collection of information is estimated to average 25 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

IMPORTANT DEFINITIONS

Please use the following definitions for terms which appear in the questionnaire.

Limited English Proficient (LEP) Student: Individuals not born in the United States or whose native language is other than English, and individuals who come from non-English dominant environments, whose skills in English are so limited that they derive little benefit from regular school instruction. "Limited English Proficient" also refers to students who have no proficiency in English. **Note:** If your state has an operational definition for limited English proficient students, then use your state's definition in responding to this questionnaire.

Native Language: The native language of a student is the language first learned in the home and/or the language preferred for daily use within the home.

Special LEP Instructional Services: Special LEP Instructional Services refer to those instructional services provided to students which are designed specifically to address educational needs that are derived from the students' lack of full proficiency in English. Special LEP Instructional Services do not include those services that address non-instructional needs, e.g., services such as health services or parent counseling.

Federal Title VII grant: Title VII refers to a Federal program (funded through PL 100-297) that provides funding to local school districts or education agencies for the development of resources and local capacity to provide effective instruction to LEP students.

1a. Does the State use any categories or types of services for LEP students in legislation or guidelines, in data collection, etc. (e.g., English as a Second Language, transitional bilingual education, self-contained bilingual, others)? (Circle one)

Yes....1 No....2 (Skip to Item #2)

b. If yes, please list and define these categories or types.

2a. Does the State require local education agencies to provide any particular type of service for LEP students? (Circle one)

Yes....1 No....2 (Skip to Item #2d)

b. If yes, what types of instructional services are required? (Circle all that apply)

(1) Bilingual instruction (content area instruction using the students' native language) 1
(2) English as a Second Language instruction (special instruction in English language arts) 2
(3) Other (Specify:____ ____) 3
(4) Other (Specify:____ ____) 4

Comments:

c. What are the conditions under which these services are required (e.g., more than 30 students in the same language group in the same grade, etc.)? (Circle one)

(1) Certain number of LEP students within a school 1
(Specify number: ______)
(2) Certain number of LEP students from a single language background within a school 2
(Specify number: ______)
(3) Other: (Specify____ ____) 3
(4) Other: (Specify____ ____) 4

Comments:

d. Apart from any requirements, does the State encourage or promote any particular type of instructional service for LEP students? (Circle one)

Yes....1 No....2 (Skip to Item #3a)

If yes, what type of instructional service for LEP students is encouraged or promoted? (Circle all that apply)

(1) Bilingual instruction (content area instruction using the students' native language) 1
(2) English as a Second Language instruction (special instruction in English language arts) 2
(3) Other (Specify:____ ____) 3
(4) Other (Specify:____ ____) 4

Comments:

3a. What is the total amount of State funds for 1991-92 that are designated specifically for administration and/or provision of instructional services for LEP students? Do not include Federal funds that are distributed or administered by the State. (If no State funds, enter "0" and skip to Item #4).

Total State funds (91-92): $____________

b. How is the total amount of State funds determined? (Circle one)

(1) By annual appropriation 1
(2) By fixed amount per student per annum 2
(3) Other (Specify:______________________________
______________________________) 3

c. What has been the pattern in the amount of State funds for LEP services over the past three years (including this year)? (Circle one)

The amount of State funds for LEP services has:

(1) Increased 1
(2) Decreased 2
(3) Remained at about the same level (Skip to Item #3e) 3

d. What is the reason for the change in State funds for LEP services? (Circle all that apply)

(1) State-wide budget cuts 1
(2) Changes in State policy on LEP services 2
(3) Changes in LEP student population in State 3
(4) Other (Specify:______________________________
______________________________) 4

e. How is it determined which local education agencies will receive State funds for LEP students? (Circle one)

(1) Districts must apply for funds 1
(2) Distributed to all districts with LEP students 2
(3) Distributed to all districts with certain number of LEP students 3
(4) Other (Specify:______________________________
______________________________) 4

f. How is it determined how much each local education agency will receive in State funds for LEP students (Circle one)

(1) By formula, based on student population 1
(2) By formula, based on amount of general education funds 2
(3) Other (Specify:____
____) 3

Comments:

4a. What information do you and/or other state level administrators receive regarding local Title VII projects, their progress and degree of effectiveness? (Circle all that apply)

(1) None 1
(2) Numbers of LEP students 2
(3) Characteristics of LEP students (e.g., language background, other) 3
(4) Types of instructional services offered 4
(5) How services are offered (e.g., organization of classes, number of teachers, etc.) 5
(6) Student outcomes 6
(7) Other (Specify:____
____) 7

4b. How do you receive this information on the local Title VII projects? (Circle all that apply)

(1) Through informal means, e.g., conversations with local district/school personnel 1
(2) Through review of applications 2
(3) Through review of evaluation reports 3
(4) Through regular reports to the State from the project 4
(5) Other (Specify:____
____) 5

5. What recommendations do you have regarding the State coordinator's role, if any, in the local Title VII review, monitoring, and evaluation processes?

6. What kind of information, if any, do you obtain from local education agencies in general regarding the instructional services they provide to LEP students?

(1)	None	1
(2)	Numbers of LEP students	2
(3)	Characteristics of LEP students (e.g., language background, other)	3
(4)	Types of instructional services offered	4
(5)	How services are offered (e.g., organization of classes, number of teachers, etc.)	5
(6)	Student outcomes	6
(7)	Other (Specify:____ ____)	7

7. In addition to the information you are presently receiving, what other information do you feel you should receive from all districts regarding their LEP students and the instructional services they receive? (Circle all that apply)

(1)	None	1
(2)	Numbers of LEP students	2
(3)	Characteristics of LEP students (e.g., language background, other)	3
(4)	Types of instructional services offered	4
(5)	How services are offered (e.g., organization of classes, number of teachers, etc.)	5
(6)	Student outcomes	6
(7)	Other (Specify:____ ____)	7

8. What steps do you think could be taken to improve monitoring and evaluation of the instructional services that are provided to LEP students?

OMB Approval No. 18750068
Expires: 6-30-92

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

DISTRICT MAIL QUESTIONNAIRE

Name:____

Title:____________________ Number of Years with District:________

Telephone:____________________ Date:____________________

Questionnaire Respondent:
This questionnaire should be completed by the person responsible for or most knowledgeable about special instructional services for LEP students. The responses should take into account services in grades K-12.

Please complete this form even if your district has only a small number of LEP students. If, however, your district currently has no LEP students in grades K-12, check the box below and return the questionnaire.

☐ There are no LEP students in our district this school year.

PURPOSE OF THE STUDY

This questionnaire is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 30 minutes to complete this questionnaire. Thank you for your cooperation.

Please return the completed questionnaire within two weeks to:

LEP Descriptive Study
Development Associates, Inc.
1730 North Lynn Street
Arlington, VA 22209-2023

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

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IMPORTANT DEFINITIONS

Please use the following definitions for terms which appear in the questionnaire.

Limited English Proficient (LEP) Student: Individuals not born in the United States or whose native language is other than English, and individuals who come from non-English dominant environments, whose skills in English are so limited that they derive little benefit from regular school instruction. "Limited English Proficient" also refers to students who have no proficiency in English. **Note:** If your school district has an operational definition for limited English proficient students, then use your district's definition in responding to this questionnaire.

Native Language: The native language of a student is the language first learned in the home and/or the language preferred for daily use within the home.

Special LEP Instructional Services: Special LEP Instructional Services refer to those instructional services provided to students which are designed specifically to address educational needs that are derived from the students' lack of full proficiency in English. Special LEP Instructional Services do not include those services that address non-instructional needs, e.g., services such as health services or parent counseling.

Main class: A main class is the class within which the student receives all or the major portion of his/her academic instruction each day; main classes are often referred to as "self-contained" classes. A main class can be either a mainstream class or a class that provides special LEP instructional services (such as a self-contained bilingual class or a self-contained English as a Second Language class).

Multiple-Period Class: Multiple-period class refers to an extended period or a class of two or more combined periods of special instruction for LEP students that comprises approximately half of the student's academic day. Often for the remainder of the day the students are placed in regular classrooms for exposure to all-English instruction.

Separate Content Classes: Instruction in different subject areas is provided by individual teachers who each teach a specific content area (e.g., departmentalized instruction).

Pullout: Pullout refers to the exiting of a student or selected group of students from a main classroom for the purpose of receiving a session of special instruction in another, usually small-group, setting. Usually, pullout instruction is for approximately one "period" of instruction. (Pullout does not refer to all students in a main classroom moving to another teacher for art, etc.)

Federal Title VII grant: Title VII refers to a Federal program (funded through PL 100-297) that provides funding to local school districts or education agencies for the development of resources and local capacity to provide effective instruction to LEP students.

Federal Chapter 1 grants: The Federal Chapter 1 program provides funds to local school districts and to States for services for disadvantaged students who are achieving at a level below that expected for their age.

1. What data are collected and used to determine whether a student is LEP? (Circle all that apply)

a. Home language survey 1
b. Oral proficiency tests in English 2
c. Oral proficiency tests in native language 3
d. Literacy tests in English 4
e Achievement tests in English 5
f. Achievement tests in native language 6
g. Teacher ratings of English language proficiency 7
h. Teacher judgement 8
i. Writing samples in English 9
j. Other (Specify:____________________) 10

2. Which of the following best describes the process for determining that a student is LEP in this district? (Circle one)

a. It is determined by district personnel using district-defined criteria. 1
b. It is determined by school personnel using district-defined criteria 2
c. It is determined by school personnel using school-defined criteria 3
d. Other: (Specify:____________________ 4

3. Once a student has been defined as LEP, what factors are used to assign the student to a specific type of LEP instructional service? (Circle all that apply)

a. Parental request 1
b. Oral proficiency tests in English 2
c. Oral proficiency tests in native language 3
d. Literacy tests in English 4
e. Achievement tests in English 5
f. Achievement tests in native language 6
g. Teacher ratings of English language proficiency 7
h. Teacher judgment 8
i. Writing samples in English 9
j. Other (Specify:____________________) 10
k. There is only one type of service available (i.e., no choice) 11

4. For those students who receive special LEP services, who makes the decision as to which type of services an individual LEP student should receive? (Circle all that apply)

a. There is only one type of service available at each school (i.e., no choice) 1
b. District level staff 2
c. School-level administrators 3
d. Teachers 4
e. Other (Specify____________________________) 5

5. How often is the LEP status of an individual LEP student in the district reviewed after entry into the LEP instructional services? (Circle one)

a. Once each school year 1
b. Twice each year 2
c. More than twice a school year 3
d. Not each year but only when the student is considered eligible for exit 4
e. Other (Specify__________________________________) 5

6. What data are collected and used to reclassify LEP students, i.e., to decide whether students should be exited from LEP status? (Circle all that apply)

a. Oral proficiency tests in English 1
b. Achievement tests in English 2
c. Literacy tests in English 3
d. Teacher ratings of English language proficiency 4
e. Teacher judgement 5
f. Writing samples in English 6
g. Other (Specify:___________________________) 7

7. What is the source of the criteria used to determine a student's exit from LEP status? (Circle one)

a. The criteria for exit from LEP status are mandated by the state 1
b. The criteria for exit from LEP status are set at the district level 2
c. The criteria for exit from LEP status are set at the school level 3
d. Other (Specify:____________________________) 4

8. What monitoring, if any, is done of students who are exited from LEP status and/or services? (Circle all that apply)

a. The grades of former LEP students are monitored 1
b. The achievement test scores of former LEP students are monitored 2
c. Teachers of former LEP students are systematically asked about the students' progress 3
d. Other (Specify:_____________________________) 4
e. No monitoring of former LEP students is done 5

9. What staff development activities are offered by the district to staff serving LEP students? Approximately (give your best estimate) how many staff members actually received specific staff development activities during the 1990-1991 school year?

		Offered?		Number of Staff Receiving Activity in 1990-1991
		Yes	No	
a.	College or university level courses for teachers of LEP students	1	2	_____
b.	College or university level courses for aides serving LEP students	1	2	_____
c.	Inservice training for teachers of LEP students	1	2	_____
d.	Inservice training for aides serving LEP students	1	2	_____

10. What is your best estimate of the number of hours of inservice training that an individual teacher or aide who worked with LEP students in this district most typically received in 1990-1991?

a. Teacher ________ hours

b. Aide ________ hours

11. To what extent has the district had problems in recruiting qualified staff to serve as... (Indicate "N/A" if the district has not attempted to recruit the staff described)

		None	A little	Some	A lot	N/A
a.	Bilingual teachers of Spanish language students?	1	2	3	4	5
b.	Bilingual teachers of other language students?	1	2	3	4	5
c.	ESL teachers?	1	2	3	4	5
d.	Spanish bilingual aides?	1	2	3	4	5
e.	Other language bilingual aides?	1	2	3	4	5
f.	Bilingual administrators?	1	2	3	4	5

12. How would you rate the level of awareness regarding special services for LEP students (e.g., the types of services, the goals of these services, and the nature of the instruction offered) by each of the following types of persons in this school district?

		Excellent	Good	Fair	Poor
a.	School district administrators	1	2	3	4
b.	School board members	1	2	3	4

13. How would you rate the level of support for special services for LEP students by those same types of persons?

		Strong Support	Moderate Support	Little Support	No Support
a.	School district administrators	1	2	3	4
b.	School board members	1	2	3	4

14. Does your district carry out analyses of student data which compare the achievement of LEP students with other district students or with national norms in the following subject areas? If yes, at what grade levels are those comparisons made? If no, are data available to make such comparisons?

		Comparative Data Analyses?			If No Analyses: Available Data?	
		Yes	No	Grade Levels	Yes	No
a.	English reading	1	2	____________	1	2
b.	English language arts	1	2	____________	1	2
c.	Mathematics	1	2	____________	1	2
d.	Science	1	2	____________	1	2
e.	History	1	2	____________	1	2
f.	Geography	1	2	____________	1	2
g.	Other (Specify:__________)	1	2	____________	1	2

15. Approximately (give your best estimate) what percentage of your LEP students:

a. are eligible for free or reduced price school lunches? _____%

b. have arrived in the U.S. in the past three years? _____%

16. What is the approximate total cost per student per year for educating:

a. all students in this district? $ ______________

b. LEP students in this district? $ ______________

17. What is the Fall 1991 count for the total (LEP and non-LEP) student enrollment in grades K-12 in your school district ?

____

18. What is the Fall 1991 count for the total number of LEP students in grades K-12 in your school district?

____

19. Of the total number of LEP students in your district, how many receive:
(Please enter a number, not a percentage. If no counts are available, give your best estimate and check the box.)

		Number of Students	Check box if an estimate
a.	any form of special LEP instructional service?	__________	☐
b.	special instruction in English, such as English as a Second Language?	__________	☐
c.	instruction in language arts in their native language?	__________	☐
d.	special services supported by the federal Chapter 1 program?	__________	☐
e.	special instructional services supported by a federal Title VII grant?	__________	☐
f.	special education services?	__________	☐
g.	gifted and talented services?	__________	☐
h.	services supported by state funds for LEP services?	__________	☐
i.	services supported by other state compensatory education programs?	__________	☐

20. How many LEP students in grades K-12 are there in each of the following language groups?

a. Spanish ________
b. Korean ________
c. Vietnamese ________
d. Cantonese ________
e. Tagalog ________
f. Arabic ________
g. Laotian ________
h. Hindi ________
i. Hmong ________
j. Farsi ________
k. Cambodian ________
l. Japanese ________
m. Italian ________
n. Polish ________
o. Portuguese ________
p. French ________
q. Greek ________
r. Navajo ________

Other Languages (Specify)

s. __________ ________
t. __________ ________
u. __________ ________
v. __________ ________
w. __________ ________
x. __________ ________
y. __________ ________
z. __________ ________
aa. __________ ________
bb. __________ ________
cc. __________ ________
dd. __________ ________
ee. __________ ________
ff. __________ ________
gg. __________ ________
hh. __________ ________
ii. Other ________ ________

21. Please indicate the number of LEP students in your district at each grade level:

K ________
1 ________
2 ________
3 ________
4________
5________
6________
7________
8________
9________
10________
11________
12________
Ungraded______

22. INSTRUCTIONAL SERVICES FOR LEP STUDENTS

Please complete the table on the next page to describe the types of instructional programs that LEP students in your district receive. Make your best estimate (even if a rough one) of the numbers of students receiving each type of service.

First, consider the different types of instructional services for LEP students that are provided in the elementary grades, the middle school grades, and at the high school level within your district.

Be sure to think about the total instructional experience of a LEP student across all settings (e.g, main classroom, pullout instruction, etc.) over an average week.

Next, think in terms of differences in use of the native language, using the following four categories:

- **Extensive use** of the native language for instruction (61% or more of all instruction)
- **Significant use** of the native language for instruction (25-60% of all instruction)
- **Some use** of the native language for instruction (1-24% of all instruction)
- **No use** of the native language for instruction (0% of all instruction)

As you think about the programs in your district, **consider that students within the same "program" may actually be receiving different types of instructional services.** For example, your district may have a two-year transitional bilingual instruction program in which there is approximately 65 percent use of the native language in the first year and approximately 35 percent use in the second year. In this case, the first year and the second year of the program should be considered to be separate services. The first year would be included under extensive use, while the second year would be included under significant use of the native language.

On the table on the next page, indicate the **approximate** number of LEP students who receive services within each of the instructional categories indicated. **We recognize that you will most likely not have exact counts; please make your best estimate**. Next, circle the appropriate responses to indicate the language group(s) receiving the service, to indicate the subject area(s) in which the instructional approach has been specifically designed for LEP students, and to indicate the most common service delivery structure used.

If your district does not provide services in a particular category, enter "0" for the number of students and leave the other columns blank. If your district does not currently have any LEP students in any of the grade levels shown on the chart, enter "0" for number of students and leave the other columns blank.

DESCRIPTION OF SERVICES FOR LEP STUDENTS

Use of Native Language for Instruction as a Percentage of ALL Instruction:	Approx. Number of LEP Students	Language Groups Receiving Services: (Circle all that apply)		Content/approach is specially designed for LEP students in: (Circle all that apply)				Most common service delivery structure: (Circle one)			
		Spanish	Other	Eng. Lang. Arts	Math	Science	Soc. Studies	Main Classroom Only	Main Classroom plus Pullout	Multiple-Period Class plus Other Classes	Separate Content Classes
ELEMENTARY GRADES:											
1.Extensive (61-100%)		1	2	1	2	3	4	1	2	3	4
2.Significant (25-60%)		1	2	1	2	3	4	1	2	3	4
3.Some (1-24%)		1	2	1	2	3	4	1	2	3	4
4.None (0%)		1	2	1	2	3	4	1	2	3	4
JR. HIGH/MIDDLE SCHOOL:											
1.Extensive (61-100%)		1	2	1	2	3	4	1	2	3	4
2.Significant (25-60%)		1	2	1	2	3	4	1	2	3	4
3.Some (1-24%)		1	2	1	2	3	4	1	2	3	4
4.None (0%)		1	2	1	2	3	4	1	2	3	4
HIGH SCHOOL:											
1.Extensive (61-100%)		1	2	1	2	3	4	1	2	3	4
2.Significant (24-60%)		1	2	1	2	3	4	1	2	3	4
3.Some (1-24%)		1	2	1	2	3	4	1	2	3	4
4.None (0%)		1	2	1	2	3	4	1	2	3	4

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OMB Approval No. 18750068
Expires: 6-30-92

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

SCHOOL MAIL QUESTIONNAIRE

Name: ____________________

Title: ____________________ Number of Years with School: ________

Telephone: ____________________ Date: ____________________

Questionnaire Respondent:
This questionnaire should be completed by the principal and/or the person who is responsible for or most knowledgeable about the special instructional services for LEP students for all grade levels in your school between grades K-12.

Please complete this form even if your school has only a small number of LEP students. If, however, your school currently has no LEP students, simply check the box below and return the questionnaire.

☐ There are no LEP students in our school this year.

PURPOSE OF THE STUDY

This questionnaire is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about the issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissable under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 45 minutes to complete this questionnaire. Thank you for your cooperation.

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LEP Descriptive Study
Development Associates, Inc.
1730 North Lynn Street
Arlington, VA 22209-2023

Public reporting burden for this collection of information is estimated to average 45 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

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IMPORTANT DEFINITIONS

Please use the following definitions for terms which appear in the questionnaire.

Limited English Proficient (LEP) Student: Individuals not born in the United States or whose native language is other than English, and individuals who come from non-English dominant environments, whose skills in English are so limited that they derive little benefit from regular school instruction. "Limited English Proficient" also refers to students who have no proficiency in English. **Note:** If your school district has an operational definition for limited English proficient students, then use your district's definition in responding to this questionnaire.

Native Language: The native language of a student is the language first learned in the home and/or the language preferred for daily use within the home.

Special LEP Instructional Services: Special LEP Instructional Services refer to those instructional services provided to students which are designed specifically to address educational needs that are derived from the students' lack of full proficiency in English. Special LEP Instructional Services do not include those services that address non-instructional needs, e.g., services such as health services or parent counseling.

Main Class: A main class is the class within which the student receives all or the major portion of his/her academic instruction each day; main classes are often referred to as "self-contained" classes. A main class can be either a mainstream class or a class that provides special LEP instructional services (such as a self-contained bilingual class or a self-contained English as a Second Language class).

Multiple-Period Class: Multiple-period class refers to an extended period or a class of two or more combined periods of special instruction for LEP students that comprises approximately half of the student's academic day. Often for the remainder of the day the students are placed in regular classrooms for exposure to all-English instruction.

Separate Content Classes: Instruction in different subject areas is provided by individual teachers who each teach a specific content area (e.g., departmentalized instruction).

Pullout: Pullout refers to the exiting of a student or selected group of students from a main classroom for the purpose of receiving a session of special instruction in another, usually small-group, setting. Usually, pullout instruction is for approximately one "period" of instruction. (Pullout does not refer to all students in a main classroom moving to another teacher for art, etc.)

Mainstream: Mainstream instruction refers to the instruction provided in the school to native English-speaking students and to English-proficient language minority students and which is considered to represent the regular or general curriculum for the school.

Federal Title VII grant: Title VII refers to a Federal program (funded through PL 100-297) that provides funding to local school districts or education agencies for the development of resources and local capacity to provide effective instruction to LEP students.

Federal Chapter 1 grants: The Federal Chapter 1 program provides funds to local school districts and to States for services for disadvantaged students who are achieving at a level below that expected for their age.

1. What is the total number of students (LEP and non-LEP) in this school (grades K-12)?

____

2. What is the total number of LEP students in this school?______________

3. Please indicate the number of LEP students in this school at each of the following grade levels:

K______	3______	6______	9______	12______
1______	4______	7______	10______	Ungraded______
2______	5______	8______	11______	

4. How many LEP students in the school are in each of the following language groups?

a. Spanish ______
b. Korean ______
c. Vietnamese ______
d. Cantonese ______
e. Tagalog ______
f. Arabic ______
g. Laotian ______
h. Hindi ______
i. Hmong ______
j. Farsi ______
k. Cambodian ______
l. Japanese ______
m. Italian ______
n. Polish ______
o. Portuguese ______
p. French ______
q. Greek ______
r. Navajo ______

Other Languages (Specify)

s. ________ ______
t. ________ ______
u. ________ ______
v. ________ ______
w. ________ ______
x. ________ ______
y. ________ ______
z. ________ ______
aa. ________ ______
bb. ________ ______
cc. ________ ______
dd. ________ ______
ee. ________ ______
ff. ________ ______
gg. ________ ______
hh. ________ ______
ii. **Other** ______

For some of the items on this page, you may have relevant summary data; for other items you may not. If the latter is true, please provide your best estimate and check the box next to your response.

5. Of the LEP students in your school, what percentage was.... Check box if an estimate

   a. born in the United States? ________% ☐

   b. born elsewhere but lived in the United States for at least five years? ________%

   c. born elsewhere but lived in the U.S. for one to four years? ________%

   d. born elsewhere but lived in the U.S. for less than one year? ________%

   ____
   100%

6. Of Spanish language LEP students in your school, what percentage was born in:

   a. the U.S.? ________% ☐

   b. Mexico? ________%

   c. Puerto Rico? ________%

   d. Cuba? ________%

   e. Central America? ________%

   f. South America? ________%

   g. Other? ________%

   ____
   100%

7. Of the LEP students in the school, what percentage has very limited literacy skills in the native language compared to the level expected of a native speaker of the same age/grade level? ________% ☐

8. Of the LEP students in the school, what percentage has limited oral proficiency skills in their native language compared to the level expected of a native speaker of the same age? ________% ☐

For some of the items on this page, you may have relevant summary data; for other items you may not. If the latter is true, please provide your best estimate and check the box next to your response.

9. (For middle and secondary schools only) Of LEP students in this school what percentage has missed more than two years of schooling since age 6? (Enter "N/A" if this is an elementary school)

Check box if an estimate

_______% ☐

10. What percentage of students is eligible for free or reduced price school lunches?

a. Percentage of all students in the school _______% ☐

b. Percentage of LEP students in the school _______% ☐

11. What percentage of students in the school are enrolled in grade levels at least two years lower than age/grade norms?

a. All students in the school _______% ☐

b. LEP students _______% ☐

12. Which of the following best describes the process in this school for determining whether a student is LEP? (Circle one)

a. It is determined by district personnel using district assessment 1
b. It is determined by school personnel using district-defined criteria 2
c. It is determined by school personnel using school-defined criteria 3
d. Other (Specify:____
____) 4

For the following item you may not have relevant summary data for all of the responses. If not, please provide your best estimate and check the box next to your response.

13. Of the total number of LEP students in your school, how many receive:
(Please enter a number and not a percentage)

		Number of Students	Check box if an estimate
a.	any form of special LEP instructional service?	______	☐
b.	special instruction in English, such as English as a Second Language?	______	☐
c.	instruction in language arts in their native language?	______	☐
d.	special services supported by the federal Chapter 1 program?	______	☐
e.	special instructional services supported by a federal Title VII grant?	______	☐
f.	special education services?	______	☐
g.	gifted and talented services?	______	☐
h.	services supported by state funds for LEP services?	______	☐
i.	services supported by other state compensatory education programs?	______	☐

14. What data are collected and used to determine if a student is LEP?
(Circle all that apply)

a.	Home language survey	1
b.	Oral proficiency tests in English	2
c.	Oral proficiency tests in native language	3
d.	Literacy tests in English	4
e.	Achievement tests in English	5
f.	Achievement tests in native language	6
g.	Teacher ratings of English language proficiency	7
h.	Teacher judgment	8
i.	Writing samples in English	9
j.	Other (Specify:______________________)	10

15. Once a student has been defined as LEP, what factors are used to assign the student to a specific type of LEP instructional service? (Circle all that apply)

a.	Parental request	1
b.	Oral proficiency tests in English	2
c.	Oral proficiency tests in native language	3
d.	Literacy tests in English	4
e.	Achievement tests in English	5
f.	Achievement tests in native language	6
g.	Teacher ratings of English language proficiency	7
h.	Teacher judgment	8
i.	Writing samples in English	9
j.	Other (Specify:____________________)	10
k.	There is only one type of service available (i.e., no choice)	11

16. For those students who receive special LEP services, who makes the decision as to which type of services an individual LEP student should receive? (Circle all that apply)

a.	There is only one type of service available (i.e., no choice)	1
b.	District level staff	2
c.	School-level administrators	3
d.	Teachers	4
e.	Other (Specify____________________)	5

17. How often is the LEP status of an individual LEP student in the school reviewed after entry into the LEP instructional services? (Circle one)

a.	Once each school year	1
b.	Twice each year	2
c.	More than twice a school year	3
d.	Not each year but only when the student is considered eligible for exit	4
e.	Other (Specify____________________)	5

18. What data are collected and used to reclassify LEP students, i.e., to decide whether students should be exited from LEP status? (Circle all that apply)

a. Oral proficiency tests in English 1
b. Achievement tests in English 2
c. Literacy tests in English 3
d. Teacher ratings of English language proficiency 4
e. Teacher judgement 5
f. Other (Specify:______________________) 6

19. What is the source of the criteria used to determine a student's exit from LEP status? (Circle one)

a. The criteria are mandated by the state 1
b. The criteria are set at the district level 2
c. The criteria are set at the school level 3
d. Other (Specify:______________________) 4

20. What monitoring, if any, is done of students who are exited from LEP status and/or services? (Circle all that apply)

a. The grades of former LEP students are monitored 1
b. The achievement test scores of former LEP students are monitored 2
c. Teachers of former LEP students are systematically asked about their progress 3
d. Other (Specify:______________________) 4
e. No monitoring of former LEP students is done 5

21. To what extent is the curriculum used for the majority of LEP students in this school the same as that used for non-LEP students? (Consider all instruction received) (Circle one)

a. The objectives and materials are identical 1
b. The objectives are the same, and materials are very similar (e.g., translations, small additions) 2
c. The objectives are the same, but the materials are different 3
d. The objectives and materials are different 4
e. Other (Specify:______________________
______________________) 5

22. To what extent do the curriculum materials used with LEP students reflect topics or examples which are relevant to their cultural experiences or backgrounds? (Circle one)

a.	Not at all	1
b.	To a limited extent	2
c.	To a moderate extent	3
d.	To a great extent	4

23. (For secondary schools only) What percentage of LEP students are taking courses which have: (Enter "N/A" if this is an elementary school)

a. a primarily vocational focus? ________%

b. a primarily academic focus? ________%

c. an integrated focus on vocational and academic education? ________%

100%

24. To what extent has the school had problems in recruiting qualified staff to serve as... (Indicate "N/A" if the school has not attempted to recruit the staff described)

		None	A little	Some	A lot	N/A
a.	Bilingual teachers of Spanish language students?	1	2	3	4	5
b.	Bilingual teachers of other language students?	1	2	3	4	5
c.	ESL teachers?	1	2	3	4	5
d.	Spanish bilingual aides?	1	2	3	4	5
e.	Other language bilingual aides?	1	2	3	4	5
f.	Bilingual administrators?	1	2	3	4	5

25. Complete the table below for each of the following categories of instructional staff. (If there are no teachers in any one category, enter "0".)

		Number of Staff Members	Number Fluent in Native Language	Number with LEP Certification
a.	Main classroom teachers serving primarily LEP students	________	________	________
b.	Main classroom teachers serving some LEP students	________	________	________
c.	Single or multiple-period or pull-out English as a Second Language teachers	________	________	________
d.	Other single or multiple-period or pull-out teachers (e.g., Chapter 1) serving primarily LEP students	________	________	________
e.	Other single or multiple-period class or pull-out teachers (e.g., Chapter 1, other) serving some LEP students	________	________	________
f.	Instructional aides primarily serving LEP students	________	________	________
g.	Instructional aides serving some LEP students	________	________	________

26. What staff development activities are offered by the district to staff serving LEP students? How many staff members actually received specific staff development activities during the 1990-1991 school year? (Give your best estimate)

		Offered?		Number of Staff Receiving Activity in 1990-1991
		Yes	No	
a.	College or university level courses for teachers of LEP students	1	2	______
b.	College or university level courses for aides serving LEP students	1	2	______
c.	Inservice training for teachers of LEP students	1	2	______
d.	Inservice training for aides serving LEP students	1	2	______

27. What is your best estimate of the number of hours of inservice training that an individual teacher or aide who worked with LEP students in this district most typically received in 1990-1991?

a. Teacher ________ hours

b. Aide ________ hours

28. What are the rates of teacher turnover (i.e., the percentage of new teachers each year) and teacher absenteeism (i.e., the percentage of teachers absent each day) for: (Please estimate)

		Teacher Turnover	Teacher Absenteeism
a.	teachers of primarily LEP students?	________%	________%
b.	teachers of primarily non-LEP students?	________%	________%

29. To what extent is there interaction in the school between:

		Very Little	Some	A great deal
a.	Teachers of primarily LEP students and teachers of primarily non-LEP students	1	2	3
b.	LEP students and non-LEP students	1	2	3

30. Overall, how would you rate the level of awareness regarding special services for LEP students (e.g., the types of services, the goals of these services, and the nature of the instruction offered) by each of the following types of persons in this school?

		Excellent	Good	Fair	Poor
a.	School principal and other school administrators	1	2	3	4
b.	Teachers of non-LEP students	1	2	3	4
c.	Parents of LEP students	1	2	3	4
d.	Teachers of special instructional programs (e.g., Chapter 1, Special Education, etc.)	1	2	3	4

31. Overall, how would you rate the level of support for special services for LEP students by those same types of persons?

		Strong Support	Moderate Support	Little Support	No Support
a.	School principal and other school administrators	1	2	3	4
b.	Teachers of non-LEP students	1	2	3	4
c.	Parents of LEP students	1	2	3	4
d.	Teachers of special instructional programs (e.g., Chapter 1, Special Education, etc.)	1	2	3	4

32. To what extent are parents and others in the community involved in the school...

		None	Some	A lot
	as classroom volunteers?			
a.	Parents of LEP students	1	2	3
b.	Parents of non-LEP students	1	2	3
c.	Local business partner representatives	1	2	3
d.	Other community members	1	2	3
	as school volunteers (e.g., office work, fundraising)?			
e.	Parents of LEP students	1	2	3
f.	Parents of non-LEP students	1	2	3
g.	Local business partner representatives	1	2	3
h.	Other community members	1	2	3
	through attendance at school functions (PTA meetings, parents nights, awards banquets, etc.)?			
i.	Parents of LEP students	1	2	3
j.	Parents of non-LEP students	1	2	3
	by providing materials and other resources (e.g., equipment, supplies,funds)?			
k.	Local business partner/other businesses	1	2	3
l.	Parents/parent groups (e.g., PTA)	1	2	3
m.	Community organizations	1	2	3

33. Does your school have summary data which compare the achievement of LEP students with other students in the school or district or with national norms in the following subject areas? If yes, at what grade levels are those comparisons made? If no, are data available to make such comparisons?

		Comparative Data Analyses?			If No Analyses: Available Data?	
		Yes	No	Grade levels	Yes	No
a.	English reading	1	2	____________	1	2
b.	English language arts	1	2	____________	1	2
c.	Mathematics	1	2	____________	1	2
d.	Science	1	2	____________	1	2
e.	History	1	2	____________	1	2
f.	Geography	1	2	____________	1	2
g.	Other (Specify:__________)	1	2	____________	1	2

34. Does your school have data on the performance of LEP students after they exit from LEP services?

Yes.....1

No.....2 (Skip to Question 37)

35. What types of data are available? (Circle all that apply)

a. **Standardized achievement tests** 1
b. **Criterion referenced tests/competency tests** 2
c. **Classroom grades** 3
d. **Grade advancement/credit accrual** 4
e. **Other (specify:__________________________________)** 5
f. **Other (specify:__________________________________)** 6

36. What do these data show about how former LEP students compare to other students? (Circle one)

a. Former LEP students are performing above or equal to their non-language-minority peers 1
b. Former LEP students are performing somewhat below their non-language minority peers 2
c. Former LEP students are performing considerably below their non-language-minority peers 3
d. Other (specify:__________________________________) 4

ITEM #37: INSTRUCTIONAL SERVICES DESCRIPTION

The following pages contain **instructions and six duplicate forms** for completing descriptions of the different instructional service types present in your school.

Read the instructions and complete as many forms as you have service types. Leave the remaining forms blank. **Photocopy any additional forms as needed and staple them into this booklet.**

DEFINITION OF INSTRUCTION FOR LEP STUDENTS

We would like to obtain information on the different types of special LEP instructional services that your school provides. Think about all of the instruction received by a typical LEP student within a typical week:

- Consider the content of instruction: What subjects are taught? Is there special instruction in English as a Second Language or instruction in native language arts?
- Think about the way in which the instruction is delivered: How much is the native language used for instruction? How much of instruction is specially adapted to the needs of LEP students? Is all instruction in a self-contained classroom? Is the student pulled out of a classroom for some part of instruction?

Next, think about other LEP students, including students in other grades. Do they receive the same or different types of instructional services? As you think about the programs in your school, consider that in many cases, **students within the same "program", may actually be receiving different types of instructional services.**

For example, elementary LEP students may be placed within special English as a Second Language self-contained classrooms in which generally all instruction is in English. However, in one classroom, the teacher may speak the native language of some of the students and may use this language to support instruction. Thus, there are two "service types," perhaps titled: "ESL self-contained classroom without native language use," and "ESL self-contained classroom with native language support".

As another example, some students in a bilingual classroom may be mainstreamed for certain subjects, while others are not. These are two types of instructional services, e.g., "bilingual classroom" and "bilingual classroom plus mainstreaming".

Below, **please list a short title for each of the different types of instructional programs received by LEP students** in your school, considering the whole instructional experience of the students. Add additional numbered title lines if needed. Then, **please complete one "Instructional Services Description" form** (six copies are provided on the following pages) **for each of the program types listed.** Photocopy and attach additional forms, if needed. Be sure to label each form that you use with the short title of the service type as listed below.

Type #	Short Title
1.	____________________
2.	____________________
3.	____________________
4.	____________________
5.	____________________
6.	____________________
7.	____________________
8.	____________________

INSTRUCTIONAL SERVICES DESCRIPTION FORM: #1 OF ______ (Enter total number of service types)

37.0 Brief Title of Service Type: ____

37.1 Number of LEP students receiving this service type at each grade level:

K______	3______	6______	9______	12______
1______	4______	7______	10______	Ungraded______
2______	5______	8______	11______	

37.2 What LEP language groups currently receive this service type? (Circle one)

a. All language groups 1
b. One language group only (Specify: ______________________) 2
c. More than one but not all language groups (Specify three most common:)

______________ ______________ ______________ 3

37.3 Is this service type specifically designed for students with very limited literacy skills in both English and their native language ?

a. Yes 1
b. No 2

37.4 In terms of English oral proficiency at entry this academic year, what percentage of LEP students receiving this service type has (give your best estimate):

a. very little or no proficiency (they generally cannot communicate or function using English) .... __%
b. very limited proficiency (they have considerable difficulty in using English to function in the classroom) .... __%
c. limited proficiency (they have some difficulty in using English to function in the classroom) .... __%

100%

37.5 Which of the following best describes the extent to which English is adapted to the special needs of LEP students when it is used for instruction in this service type? (Please consider all instruction received) (Circle one)

a. The English is the same as that used for native English speakers of the same age and grade 1
b. There is some adaptation of the English used 2
c. There is frequent and consistent adaptation of the English used 3

37.6 What is the most typical length of time (in program years) which LEP students receive this service type (e.g., 4.5 months = 0.5 program years)? ________ years

37.7 When students within this service type exit from LEP status, they are most likely to: (Circle one)

a. move to a mainstream classroom with special transitional services for newly exited LEP students 1
b. move to a mainstream classroom with special remedial services (e.g., Chapter 1) that are not specifically for LEP or former LEP students 2
c. exit to mainstream classrooms with no special services, but with follow-up monitoring 3
d. exit to mainstream classrooms with no follow-up 4
e. remain within this service type as an English-proficient student 5
f. enter one of several equally likely alternatives; no one is most likely. 6
g. other (Specify: ______________________________). 7

37.8 What is the most common service delivery structure for this instructional service? (Circle one only)

a. Main classroom only 1
b. Main classroom plus pullout 2
c. Multiple-period class plus other classes 3
d. Separate content classes 4
e. Other (Specify: ______________________) 5

37.9 In addition to the main classroom and/or content teachers, what other persons provide instruction or assist in instruction of LEP students within this service type? (Circle all that apply)

a. Pullout teacher 1
b. In-class resource teacher 2
c. In-class aide 3
d. Designated student peer or "buddy" 4
e. Other (Specify ______________________) 5

37.10 Please complete the table below to describe all instruction received by a typical LEP student within this service type. (Please provide your best estimate)

Content Area	Hrs/Wk	Percent Native Language Used for Instruction	Special Content/Approach Designed for LEP Students (circle yes or no)
English as a Second Language/Special Instruction in English Language Arts for LEP Students		%	
Regular English Language Arts		%	
Instruction in reading, writing, other language arts in the native language of the students		%	
Mathematics		%	Yes No
Science		%	Yes No
Social Studies		%	Yes No
Other subjects (e.g., music, art, vocational education) Specify ____________		%	Yes No
Total Hours Academic Instruction per week			

INSTRUCTIONAL SERVICES DESCRIPTION FORM: #2 OF ______ (Enter total number of service types)

37.0 Brief Title of Service Type: ____________________

37.1 Number of LEP students receiving this service type at each grade level:

K______ 3______ 6______ 9______ 12______
1______ 4______ 7______ 10______ Ungraded______
2______ 5______ 8______ 11______

37.2 What LEP language groups currently receive this service type? (Circle one)

a. All language groups 1
b. One language group only (Specify ____________________) 2
c. More than one but not all language groups (Specify three most common.)
______________ ______________ ______________ 3

37.3 Is this service type specifically designed for students with very limited literacy skills in both English and their native language?

a. Yes 1
b. No 2

37.4 In terms of English oral proficiency at entry this academic year, what percentage of LEP students receiving this service type has (give your best estimate):

a. very little or no proficiency (they generally cannot communicate or function using English) .... ___%
b. very limited proficiency (they have considerable difficulty in using English to function in the classroom) .... ___%
c. limited proficiency (they have some difficulty in using English to function in the classroom) .... ___%

100%

37.5 Which of the following best describes the extent to which English is adapted to the special needs of LEP students when it is used for instruction in this service type? (Please consider all instruction received) (Circle one)

a. The English is the same as that used for native English speakers of the same age and grade 1
b. There is some adaptation of the English used 2
c. There is frequent and consistent adaptation of the English used 3

37.6 What is the most typical length of time (in program years) which LEP students receive this service type (e.g., 4.5 months = 0.5 program years)? ______ years

37.7 When students within this service type exit from LEP status, they are most likely to: (Circle one)

a. move to a mainstream classroom with special transitional services for newly exited LEP students. 1
b. move to a mainstream classroom with special remedial services (e.g., Chapter 1) that are not specifically for LEP or former LEP students. 2
c. exit to mainstream classrooms with no special services, but with follow-up monitoring 3
d. exit to mainstream classrooms with no follow-up. 4
e. remain within this service type as an English-proficient student. 5
f. enter one of several equally likely alternatives; no one is most likely. 6
g. other (Specify ____________________). 7

37.8 What is the most common service delivery structure for this instructional service? (Circle one only)

a. Main classroom only 1
b. Main classroom plus pullout 2
c. Multiple-period class plus other classes 3
d. Separate content classes 4
e. Other (Specify ____________________) 5

37.9 In addition to the main classroom and/or content teachers, what other persons provide instruction or assist in instruction of LEP students within this service type? (Circle all that apply)

a. Pullout teacher 1
b. In-class resource teacher 2
c. In-class aide 3
d. Designated student peer or "buddy" 4
e. Other (Specify ____________________) 5

37.10 Please complete the table below to describe all instruction received by a typical LEP student within this service type. (Please provide your best estimate)

Content Area	Hrs/Wk	Percent Native Language Used for Instruction	Special Content/Approach Designed for LEP Students (circle yes or no)
English as a Second Language/Special Instruction in English Language Arts for LEP Students		%	
Regular English Language Arts		%	
Instruction in reading, writing, other language arts in the native language of the students		%	
Mathematics		%	Yes No
Science		%	Yes No
Social Studies		%	Yes No
Other subjects (e.g., music, art, vocational education) Specify		%	Yes No
Total Hours Academic Instruction per week			

INSTRUCTIONAL SERVICES DESCRIPTION FORM: #3 OF ______
(Enter total number of service types)

37.0 Brief Title of Service Type: ______________________________

37.1 Number of LEP students receiving this service type at each grade level:

K______ 3______ 6______ 9______ 12______
1______ 4______ 7______ 10______ Ungraded______
2______ 5______ 8______ 11______

37.2 What LEP language groups currently receive this service type? (Circle one)

a. All language groups 1
b. One language group only (Specify: ______________________) 2
c. More than one but not all language groups (Specify three most common:)
______________ ______________ ______________ 3

37.3 Is this service type specifically designed for students with very limited literacy skills in both English and their native language?

a. Yes 1
b. No 2

37.4 In terms of English oral proficiency at entry this academic year, what percentage of LEP students receiving this service type has (give your best estimate):

a. very little or no proficiency (they generally cannot communicate or function using English) .... __%
b. very limited proficiency (they have considerable difficulty in using English to function in the classroom) .... __%
c. limited proficiency (they have some difficulty in using English to function in the classroom) .... __%

100%

37.5 Which of the following best describes the extent to which English is adapted to the special needs of LEP students when it is used for instruction in this service type? (Please consider all instruction received) (Circle one)

a. The English is the same as that used for native English speakers of the same age and grade 1
b. There is some adaptation of the English used 2
c. There is frequent and consistent adaptation of the English used 3

37.6 What is the most typical length of time (in program years) which LEP students receive this service type (e.g., 4.5 months = 0.5 program years)? ______ years

37.7 When students within this service type exit from LEP status, they are most likely to: (Circle one)

a. move to a mainstream classroom with special transitional services for newly exited LEP students 1
b. move to a mainstream classroom with special remedial services (e.g., Chapter 1) that are not specifically for LEP or former LEP students 2
c. exit to mainstream classrooms with no special services, but with follow-up monitoring 3
d. exit to mainstream classrooms with no follow-up 4
e. remain within this service type as an English-proficient student 5
f. enter one of several equally likely alternatives; no one is most likely 6
g. other (Specify: ______________________) 7

37.8 What is the most common service delivery structure for this instructional service? (Circle one only)

a. Main classroom only 1
b. Main classroom plus pullout 2
c. Multiple-period class plus other classes 3
d. Separate content classes 4
e. Other (Specify: ______________________) 5

37.9 In addition to the main classroom and/or content teachers, what other persons provide instruction or assist in instruction of LEP students within this service type? (Circle all that apply)

a. Pullout teacher 1
b. In-class resource teacher 2
c. In-class aide 3
d. Designated student peer or "buddy" 4
e. Other (Specify ______________________) 5

37.10 Please complete the table below to describe all instruction received by a typical LEP student within this service type. (Please provide your best estimate)

Content Area	Hrs/Wk	Percent Native Language Used for Instruction	Special Content/Approach Designed for LEP Students (circle yes or no)
English as a Second Language/Special Instruction in English Language Arts for LEP Students		%	
Regular English Language Arts		%	
Instruction in reading, writing, other language arts in the native language of the students		%	
Mathematics		%	Yes No
Science		%	Yes No
Social Studies		%	Yes No
Other subjects (e.g., music, art, vocational education) Specify		%	Yes No
Total Hours Academic Instruction per week			

INSTRUCTIONAL SERVICES DESCRIPTION FORM: #4 OF ________ (Enter total number of service types)

37.0 Brief Title of Service Type:

____

37.1 Number of LEP students receiving this service type at each grade level:

K______	3______	6______	9______	12______
1______	4______	7______	10______	Ungraded______
2______	5______	8______	11______	

37.2 What LEP language groups currently receive this service type? (Circle one)

a. All language groups 1
b. One language group only (Specify: ______________________) 2
c. More than one but not all language groups (Specify three most common:)

______________ ______________ ______________ 3

37.3 Is this service type specifically designed for students with very limited literacy skills in both English and their native language ?

a. Yes 1
b. No 2

37.4 In terms of English oral proficiency at entry this academic year, what percentage of LEP students receiving this service type has (give your best estimate):

a. very little or no proficiency (they generally cannot communicate or function using English) . . . . __%
b. very limited proficiency (they have considerable difficulty in using English to function in the classroom) . . . . __%
c. limited proficiency (they have some difficulty in using English to function in the classroom) . . . . __%

100%

37.5 Which of the following best describes the extent to which English is adapted to the special needs of LEP students when it is used for instruction in this service type? (Please consider all instruction received) (Circle one)

a. The English is the same as that used for native English speakers of the same age and grade 1
b. There is some adaptation of the English used 2
c. There is frequent and consistent adaptation of the English used 3

37.6 What is the most typical length of time (in program years) which LEP students receive this service type (e.g., 4.5 months = 0.5 program years)? ________ years

37.7 When students within this service type exit from LEP status, they are most likely to: (Circle one)

a. move to a mainstream classroom with special transitional services for newly exited LEP students. 1
b. move to a mainstream classroom with special remedial services (e.g., Chapter 1) that are not specifically for LEP or former LEP students 2
c. exit to mainstream classrooms with no special services, but with follow-up monitoring . . . 3
d. exit to mainstream classrooms with no follow-up. 4
e. remain within this service type as an English-proficient student. 5
f. enter one of several equally likely alternatives; no one is most likely 6
g. other (Specify: ______________________) . . . 7

37.8 What is the most common service delivery structure for this instructional service? (Circle one only)

a. Main classroom only 1
b. Main classroom plus pullout 2
c. Multiple-period class plus other classes 3
d. Separate content classes 4
e. Other (Specify: ______________________) . . . 5

37.9 In addition to the main classroom and/or content teachers, what other persons provide instruction or assist in instruction of LEP students within this service type? (Circle all that apply)

a. Pullout teacher 1
b. In-class resource teacher 2
c. In-class aide 3
d. Designated student peer or "buddy" 4
e. Other (Specify: ______________________) 5

37.10 Please complete the table below to describe all instruction received by a typical LEP student within this service type (Please provide your best estimate)

Content Area	Hrs/Wk	Percent Native Language Used for Instruction	Special Content/Approach Designed for LEP Students (circle yes or no)
English as a Second Language/Special Instruction in English Language Arts for LEP Students		%	
Regular English Language Arts		%	
Instruction in reading, writing, other language arts in the native language of the students		%	
Mathematics		%	Yes No
Science		%	Yes No
Social Studies		%	Yes No
Other subjects (e.g., music, art, vocational education) Specify		%	Yes No
Total Hours Academic Instruction per week			

INSTRUCTIONAL SERVICES DESCRIPTION FORM: #5 OF

(Enter total number of service types)

37.0 Brief Title of Service Type: ____________________

37.1 Number of LEP students receiving this service type at each grade level:

K______ 3______ 6______ 9______ 12______
1______ 4______ 7______ 10______ Ungraded______
2______ 5______ 8______ 11______

37.2 What LEP language groups currently receive this service type? (Circle one)

a. All language groups 1
b. One language group only (Specify: ____________________) 2
c. More than one but not all language groups (Specify three most common:)

______________ ______________ ______________ 3

37.3 Is this service type specifically designed for students with very limited literacy skills in both English and their native language?

a. Yes 1
b. No 2

37.4 In terms of English oral proficiency at entry this academic year, what percentage of LEP students receiving this service type has (give your best estimate):

a. very little or no proficiency (they generally cannot communicate or function using English) .... __%
b. very limited proficiency (they have considerable difficulty in using English to function in the classroom) .... __%
c. limited proficiency (they have some difficulty in using English to function in the classroom) .... __%

100%

37.5 Which of the following best describes the extent to which English is adapted to the special needs of LEP students when it is used for instruction in this service type? (Please consider all instruction received) (Circle one)

a. The English is the same as that used for native English speakers of the same age and grade 1
b. There is some adaptation of the English used 2
c. There is frequent and consistent adaptation of the English used 3

37.6 What is the most typical length of time (in program years) which LEP students receive this service type (e.g., 4.5 months = 0.5 program years)? ______ years

37.7 When students within this service type exit from LEP status, they are most likely to: (Circle one)

a. move to a mainstream classroom with special transitional services for newly exited LEP students. 1
b. move to a mainstream classroom with special remedial services (e.g., Chapter 1) that are not specifically for LEP or former LEP students. 2
c. exit to mainstream classrooms with no special services, but with follow-up monitoring 3
d. exit to mainstream classrooms with no follow-up. 4
e. remain within this service type as an English-proficient student. 5
f. enter one of several equally likely alternatives; no one is most likely. 6
g. other (Specify ____________________). 7

37.8 What is the most common service delivery structure for this instructional service? (Circle one only)

a. Main classroom only 1
b. Main classroom plus pullout 2
c. Multiple-period class plus other classes 3
d. Separate content classes 4
e. Other (Specify ____________________) 5

37.9 In addition to the main classroom and/or content teachers, what other persons provide instruction or assist in instruction of LEP students within this service type? (Circle all that apply)

a. Pullout teacher 1
b. In-class resource teacher 2
c. In-class aide 3
d. Designated student peer or "buddy" 4
e. Other (Specify ____________________) 5

37.10 Please complete the table below to describe all instruction received by a typical LEP student within this service type. (Please provide your best estimate)

Content Area	Hrs/ Wk	Percent Native Language Used for Instruction	Special Content/ Approach Designed for LEP Students (circle yes or no)
English as a Second Language/Special Instruction in English Language Arts for LEP Students		%	
Regular English Language Arts		%	
Instruction in reading, writing, other language arts in the native language of the students		%	
Mathematics		%	Yes No
Science		%	Yes No
Social Studies		%	Yes No
Other subjects (e.g., music, art, vocational education) Specify ______		%	Yes No
Total Hours Academic Instruction per week			

INSTRUCTIONAL SERVICES DESCRIPTION FORM: #6 OF ____ (Enter total number of service types)

37.0 Brief Title of Service Type: ______________________________

37.1 Number of LEP students receiving this service type at each grade level:

K______ 3______ 6______ 9______ 12______
1______ 4______ 7______ 10______ Ungraded______
2______ 5______ 8______ 11______

37.2 What LEP language groups currently receive this service type? (Circle one)

a. All language groups 1
b. One language group only (Specify: ______________________) 2
c. More than one but not all language groups (Specify three most common:)
______________ ______________ ______________ 3

37.3 Is this service type specifically designed for students with very limited literacy skills in both English and their native language ?

a. Yes 1
b. No 2

37.4 In terms of English oral proficiency at entry this academic year, what percentage of LEP students receiving this service type has (give your best estimate):

a. very little or no proficiency (they generally cannot communicate or function using English) .... __%
b. very limited proficiency (they have considerable difficulty in using English to function in the classroom) .... __%
c. limited proficiency (they have some difficulty in using English to function in the classroom) .... __%
100%

37.5 Which of the following best describes the extent to which English is adapted to the special needs of LEP students when it is used for instruction in this service type? (Please consider all instruction received) (Circle one)

a. The English is the same as that used for native English speakers of the same age and grade 1
b. There is some adaptation of the English used 2
c. There is frequent and consistent adaptation of the English used 3

37.6 What is the most typical length of time (in program years) which LEP students receive this service type (e.g., 4.5 months = 0.5 program years)? ________ years

37.7 When students within this service type exit from LEP status, they are most likely to: (Circle one)

a. move to a mainstream classroom with special transitional services for newly exited LEP students. 1
b. move to a mainstream classroom with special remedial services (e.g., Chapter 1) that are not specifically for LEP or former LEP students. 2
c. exit to mainstream classrooms with no special services, but with follow-up monitoring 3
d. exit to mainstream classrooms with no follow-up. 4
e. remain within this service type as an English-proficient student 5
f. enter one of several equally likely alternatives; no one is most likely. 6
g. other (Specify: ______________________) 7

37.8 What is the most common service delivery structure for this instructional service? (Circle one only)

a. Main classroom only 1
b. Main classroom plus pullout 2
c. Multiple-period class plus other classes 3
d. Separate content classes 4
e. Other (Specify: ______________________) 5

37.9 In addition to the main classroom and/or content teachers, what other persons provide instruction or assist in instruction of LEP students within this service type? (Circle all that apply)

a. Pullout teacher 1
b. In-class resource teacher 2
c. In-class aide 3
d. Designated student peer or "buddy" 4
e. Other (Specify ______________________) 5

37.10 Please complete the table below to describe all instruction received by a typical LEP student within this service type (Please provide your best estimate)

Content Area	Hrs/ Wk	Percent Native Language Used for Instruction	Special Content/ Approach Designed for LEP Students (circle yes or no)
English as a Second Language/Special Instruction in English Language Arts for LEP Students		%	
Regular English Language Arts		%	
Instruction in reading, writing, other language arts in the native language of the students		%	
Mathematics		%	Yes No
Science		%	Yes No
Social Studies		%	Yes No
Other subjects (e.g., music, art, vocational education) Specify		%	Yes No
Total Hours Academic Instruction per week			

OMB Approval No. 18750068
Expires: 6-30-92

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

TEACHER MAIL QUESTIONNAIRE

Name:____

School:____

Telephone:________________ Date:________________________

Questionnaire Respondent:
This questionnaire should be completed by all teachers of limited English proficient (LEP) students at the selected grade level within the school. **Please complete this form even if you teach only a small number of LEP students.**

PURPOSE OF THE STUDY

This questionnaire is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 20 minutes to complete this questionnaire. Thank you for your cooperation.

Please return the completed questionnaire within one week to the survey coordinator at your school, or mail the questionnaire to:

LEP Descriptive Study
Development Associates, Inc.
1730 North Lynn Street
Arlington, VA 22209-2023

Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

Please see back cover for definitions of terms which appear in this questionnaire.

1. For how many years (including the current year) have you been employed as a teacher in public and/or private schools at the elementary or secondary level?

_________ years

2. In which instructional settings do you currently teach? (See "Important Definitions," page 8) (Circle all that apply)

a.	Separate content area classes	1
b.	Main/self-contained class	2
c.	Multiple-period class	3
d.	Pull-out special instructional sessions	4
e.	Tutoring sessions with individual students	5
f.	Other (Specify: ______________________________)	6

3. Which of the following best describes your primary teaching responsibilities this year? (Circle one)

a.	Regular curriculum instruction (not special services for LEP students)	1
b.	Special instruction for LEP students	2
c.	Chapter 1/compensatory education instruction	3
d.	Special education instruction	4
e.	Gifted and talented instruction	5
f.	Other (Specify: ______________________________)	6

4. Which of the following best describes you? (Circle one)

a.	White	1
b.	Black	2
c.	American Indian, Eskimo, or Aleut	3
d.	Asian or Pacific Islander	4

5. Are you of Hispanic origin? Yes ....1 No 2

6. What was your year of birth? 19 _____

7. What is your highest degree? (Circle one)

a.	Associate's degree	1
b.	Bachelor's degree	2
c.	Master's degree	3
d.	Doctoral degree	4
e.	Other (Specify: ______________________________)	5

8. How many undergraduate or graduate college courses have you have taken in the following subjects? (Provide your best estimate)

	Number of Courses	
	Undergraduate	Graduate
Mathematics	_____Courses	_____Courses
Science (Biology, Chemistry, Physics, Earth Sciences, etc.)	_____Courses	_____Courses

9. In what areas do you hold credentials or certifications for teaching? (Circle one in each row)

		Regular Certification	Probationary/ Temporary Certification	None
a.	Early childhood	1	2	3
b.	Elementary	1	2	3
c.	Secondary	1	2	3
d.	All levels	1	2	3
e.	Foreign language	1	2	3
f.	Bilingual	1	2	3
g.	ESL	1	2	3
h.	Mathematics	1	2	3
i.	Science	1	2	3
j.	Other ____________ (Specify:____________)	1	2	3

10. In a typical week, how many individual students (non-LEP and LEP) do you teach?

_______students

11. Of the students that you teach, what is your best estimate of the percentages that are:

a. Limited English proficient (LEP)? _______%

b. Not LEP but bilingual? _______%

c. Monolingual English speakers? _______%

100%

12. At what grades are you currently teaching one or more LEP students? (Circle all that apply)

K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

13. In terms of English oral proficiency, what is your best estimate of the percentage of your LEP students who have:

a. very little or no oral proficiency: i.e., they generally cannot function using English? _______%

b. very limited oral proficiency: i.e., they have considerable difficulty in using English to function in the classroom? _______%

c. limited oral proficiency: i.e., they have some difficulty difficulty in using English to function in the classroom? _______%

100%

The items on this page should be answered with reference to your class(es) that include LEP students. Please answer even if you teach only one or very few LEP students.

14. In an average week of instruction how much time does a typical LEP student that you teach spend with you? (Include class time in addition to one-on-one instruction)

________hours

15. For your class(es) in which there are LEP students, do you have an aide in the classroom?

Yes ....1 No ....2 (Skip to Question 17)

16. What are the aide's major activities? (Circle all that apply)

a.	Instructing student(s) in academic work.	1
b.	Monitoring students and keeping students on task.	2
c.	Helping with non-instructional tasks (e.g., record-keeping, assembling materials, etc.	3
d.	Creating new materials for use in the classroom.	4
e.	Translating between teachers and students.	5
f.	Translating in meetings with parents/guardians as needed for communication with students and parents/guardians.	6
g.	Other (Specify:____________________________)	7

17. Which subjects do you currently teach to your LEP students? (Circle all that apply)

a.	Regular English language arts	1
b.	Special English language arts for LEP students (e.g., ESL)	2
c.	Language arts in the students' native language(s).	3
d.	Mathematics	4
e.	Science	5
f.	Social studies (history, geography, etc.)	6
g.	Vocational education	7
h.	Other (Specify: ____________________________)	8

18. How often do you use the following classroom activities in classes that include LEP students? (Circle one in each row)

		Never	Seldom	Sometimes	Often
a.	Presentation/explanation of information by students to other students	1	2	3	4
b.	Student-student discussions (in small groups, pairs)	1	2	3	4
c.	Class/small-group hands-on activities	1	2	3	4
d.	Open-ended student writing (e.g., journal entries)	1	2	3	4
e.	Use of cooperative learning groups, i.e., students share responsibilities in groups working on common academic tasks	1	2	3	4

The items on this page should be answered with reference to your class(es) that include LEP students. Please answer even if you teach only one or very few LEP students.

19. Considering all of the instruction provided to a typical LEP student in your class(es) (including instruction provided by an aide), what is your best estimate of the percentage of instruction that is provided through use of:

a. the native language of the LEP student? ______%

b. English? ______%

100%

20. When English is used for the instruction of LEP students in your class(es), is the English adapted to the special needs of LEP students? (Consider instruction provided by you and/or an aide) (Circle one)

a. The English is the same as that used for native English speakers of the same age and grade. 1
b. There is some adaptation of the English used. 2
c. There is frequent and consistent adaptation 3

21. In your classes in which there are LEP students, what percentage of the speech/discussion involves (please estimate):

a. the teacher or aide talking to students? ______%

b. students talking to/responding to the teacher or aide? ______%

c. students talking to other students? ______%

100%

22. Are the LEP students that you teach also taught by other teachers?

Yes ....1 No ....2 (Skip to Question 24)

23. During the most recent week of instruction, what coordination was there between you and other teachers? (Circle all that apply)

a. I spoke with other teacher(s) regarding the content of their instruction 1
b. Other teachers who teach my students were aware of the instructional content/approach I used during the week in my classes 2
c. I knew the instructional content/approach other teachers used with my students during the week 3
d. I made changes in my instruction based on what other teachers told me about the work of my students in their classes 4
e. Other teachers changed/adjusted their instruction based on what I told them about their students' work in my classes 5

The following items concern your background in areas related to the instruction of LEP students. Please complete these items even if you teach one or very few LEP students.

24. Including the current school year, how many years of experience do you have in teaching LEP students?

________years

25. Can you speak a non-English language that is the native language of one or more of your LEP students?

Yes ....1 No ....2 (Skip to Question 27)

26. What non-English language(s) do you share with one or more of your LEP students and what is your proficiency in the language(s)? (Write the name of the language(s) at the top of each column)

Level of Proficiency: (Check one for each column)	**Language 1:** ____________	**Language 2:** ____________
a. Some familiarity with words, phrases		
b. Conversational ability only		
c. Conversational ability; some reading and writing ability		
d. Native/fluent speaker; no reading and writing ability		
e. Native/fluent speaker; reading and writing ability		

27. Have you taken any college/university course or received any recent (within the past five years) preservice/inservice training which was specifically related to the teaching of LEP students?

Yes ....1 No ....2 (Skip to Question 29)

28. In which of the following areas have you taken college/university courses or received recent (within the past five years) preservice/inservice training specifically related to the teaching of LEP students? (Circle all that apply)

	College/ University	Preservice/Inservice (Within Past 5 Years)
a. Teaching English to LEP students	1	2
b. Teaching mathematics to LEP students	1	2
c. Teaching science to LEP students	1	2
d. Teaching native language arts to LEP students	1	2
e. Effective practices in instructing LEP students	1	2
f. Language acquisition theory and its implications for instruction of LEP students	1	2
g. Awareness of cultural differences and implications for instruction of LEP students	1	2
h. Other (Specify:____________________)	1	2

29. Do you agree or disagree with each of the following statements? (Circle one in each row)

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. The staff in the school who do not work with LEP students are supportive of the type of instructional services that I provide for LEP students.	1	2	3	4
b. There is a great deal of cooperative effort among teachers of LEP students.	1	2	3	4
c. There is interaction and cooperation between teachers of LEP students and teachers of non-LEP students.	1	2	3	4
d. LEP students frequently interact with non-LEP students in this school.	1	2	3	4
e. Parents of my LEP students make sure that homework assignments are completed.	1	2	3	4
f. I can count on the parents of my LEP students to work with their children on home activities when asked.	1	2	3	4

Thank you very much.

Please return the completed questionnaire within one week to the survey coordinator at your school, or mail the questionnaire to:

LEP Descriptive Study
Development Associates, Inc.
1730 North Lynn St.
Arlington, VA 22009-2023

IMPORTANT DEFINITIONS

Limited English Proficient (LEP) Student: Individuals not born in the United States or whose native language is other than English, and individuals who come from non-English dominant environments, whose skills in English are so limited that they derive little benefit from regular school instruction. "Limited English Proficient" also refers to students who have no proficiency in English. **Note:** If your school district has an operational definition for limited English proficient students, then use your district's definition in responding to this questionnaire.

Native Language: The native language of a student is the language first learned in the home and that is the language preferred for daily use within the home.

Special LEP Instructional Services: Special LEP Instructional Services refer to those instructional services provided to students which are designed specifically to address educational needs that are derived from the students' lack of full proficiency in English. Special LEP Instructional Services do not include those services that address non-instructional needs, e.g., services such as health services or parent counseling.

Separate Content Classes: Instruction in different subject areas is provided by individual teachers who each teach a specific content area (e.g., departmentalized instruction).

Main class: A main class is the class within which the student receives all or the major portion of his/her academic instruction each day; main classes are often referred to as "self-contained" classes. A main class can be either a mainstream class or a class that provides special LEP instructional services (such as a self-contained bilingual class or a self-contained English as a Second Language class).

Multiple-Period Class: Multiple-period class refers to an extended period or a class of two or more combined periods of special instruction for LEP students that comprises approximately half of the student's academic day. Often for the remainder of the day the students are placed in regular classrooms for exposure to all-English instruction.

Pullout: Pullout refers to the exiting of a student or selected group of students from a main classroom for the purpose of receiving a session of special instruction in another, usually small-group, setting. Usually, pullout instruction is for approximately one "period" of instruction. (Pullout does not refer to all students in a main classroom moving to another teacher for art, etc.)

Mainstream: Mainstream instruction refers to the instruction provided in the school to native English-speaking students and to English-proficient language minority students and which is considered to represent the regular or general curriculum for the school.

Federal Chapter 1 grants: The Federal Chapter 1 program provides funds to local school districts and to States for services for disadvantaged students who are achieving at a level below that expected for their age.

TELEPHONE INTERVIEW INSTRUMENTS

OMB Approval No. 1875-0068
Expires 6-30-92

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

DISTRICT TELEPHONE INTERVIEW GUIDE

Name: ______________________________

Title: ______________________________

Telephone: ______________ Date Completed: ______________

Interviewer: ______________________

To the Interviewer:
This interview should be conducted with the person who is responsible for or most knowledgeable about the special instructional services for LEP students for all grade levels in the district between grades K-12.

PLEASE READ THE FOLLOWING TO RESPONDENTS:

This interview is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 40 minutes to complete this interview. Thank you for your cooperation.

Public reporting burden for this collection of information is estimated to average 40 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

1. I'd like to start by asking about the nature of the limited English proficient (LEP) population in your school district. Have there been any major changes in the past few years, e.g., in the size of the population, in the language groups represented, or in the background or other characteristics of the students?

2. On the District Mail Questionnaire, you indicated that ________________ is/are used to determine whether a student is LEP. ***(Refer to Item #1 response on District Mail Questionnaire. If response b, c, d, e, or f, that is, responses that involve use of a test, then continue below. If none of these responses are indicated, check here _____ and then skip to Item #3 below.)***

   What are the specific tests used and what cut-off score is used? ***(Refer to each type of test indicated in response to Item #1 on the Mail Questionnaire and obtain test name and cut-off score).***

TESTS	***CUT-OFF SCORES***
Response b, oral proficiency tests in English:	
Response c, oral proficiency tests in the native language:	
Response d, literacy tests in English:	
Response e, achievement tests in English:	
Response f, achievement tests in the native language:	

3. How were these criteria determined? For example, were they state mandated, were they selected by district personnel, modeled after another district? etc.

a.	State mandated	1
b.	Selected/developed by district personnel	2
c.	Modeled after another district's criteria	3
d.	Other (Specify:____ ____) ...	4

4. Have there been any recent changes in the criteria used to determine whether a student is LEP?

Yes....1 No....2

(If yes) What were these changes? ***(Circle all that apply)***

a. Change in specific test used 1
b. Change in cut-off score only 2
c. Change in type of criteria used 3
d. Other (Specify:______________________________
______________________________) 4

How did the changes affect the count of LEP students?

a. Increased the count 1
b. Decreased the count 2
c. No change in count 3
d. Other (Specify: ______________________________
______________________________) 4

5. Does your district have any subcategories of LEP students, e.g., based on English proficiency or native language ability?

Yes....1 No....2

(If yes) What are these categories, and how many students are there in each?

CATEGORIES	***NUMBER OF STUDENTS*** ***(Obtain best estimates)***

6. I'd like to talk next about your district's policies on certain issues relating to the instruction of LEP students.

a. Is there a written description or plan for what instructional services should be provided to LEP students?

Yes....1 No....2

b. Is there any policy concerning the length of time LEP students are to receive special LEP services?

Yes....1 No....2

(If yes) What is the policy?

c. Is there a policy on mixing of LEP and non-LEP students in classrooms?

Yes....1 No....2

(If yes) What is the policy?

(a) LEP students must be in classes that include non-LEP students for all of the school day (with the exception of special periods of instruction for LEP students) 1

(b) LEP students must be in classes that include non-LEP students for a specified portion of the school day, e.g., for physical education class, for mathematics class. (Specify classes that apply ______________________________) 2

(c) Other (Specify:____) 3

d. Is there a policy on including former LEP students in classrooms with LEP students?

Yes....1 No....2

(If yes) What is the policy?

(a) Former LEP students must be placed in classrooms that include only non-LEP, English-proficient students 1

(b) Former LEP students may remain in classrooms with LEP students to serve as EP students 2

(c) Other (Specify: ____) 3

e. Is there any policy about coordination of instruction between LEP instructional services and the regular instructional program?

Yes....1 No....2

(If yes) What is the policy?

f. Is there a policy on an individual student's receipt of services from more than one special program at one time?

Yes....1 No....2

(If yes) What is the policy?

(1) Students can receive services from more than one special program 1

(2) Students are not able to receive services from more than one special program 2

(3) Other (Specify: ______________________________) 3

g. Is there a policy on following former LEP students after they have exited from LEP status, e.g., to monitor their performance and the instructional services they receive?

Yes....1 No....2

(If yes) What is the policy?

(1) Students' academic progress is monitored by the classroom teacher 1

(2) Students' academic progress is monitored by LEP program staff 2

(3) Other (Specify:____) 3

(If the response to the District Mail Questionnaire, Item #19d, is "0", check here _____ and skip to Item #8).

7. I'd like to ask next about the coordination of Chapter 1 and the other instructional services that LEP students receive.

   a. Is there any coordination between the Chapter 1 services and other instructional services that LEP students receive?

      Yes....1 No....2

      (If yes) What coordination activities are carried out by district-level staff?

      (1) Regular joint meetings at the district level between Chapter 1 and LEP instructional program staff 1
      (2) Shared in-service programs for Chapter 1 and LEP program staff 2
      (3) Informal information-sharing between Chapter 1 and LEP program staff 3
      (4) Other (Specify:________________________________
      ____) 4

   b. Are the LEP services coordinator and the Chapter 1 coordinator located in the same administrative unit?

      Yes....1 No....2

   c. Do the LEP services coordinator and the Chapter 1 coordinator report to the same supervisor?

      Yes....1 No....2

d. To what extent do the LEP services coordinator and Chapter 1 coordinator share information or confer with each other on issues related to instruction of LEP students? ***(Read response options)***

Not at all 1
Sometimes 2
Often 3

(Refer to District Mail Questionnaire, Item #21, for grades 9-12, and Item #22, the section for High School services. If there are no secondary LEP students indicated, then check here ____ and skip to Interview Item #11)

Introduce the next set of questions as follows:
The next set of questions are concerned with services for secondary level LEP students.

8. Does your district serve LEP students at the high school level who have limited educational backgrounds and/or very limited literacy skills in their native language as well as in English?

Yes....1 No....2 ***(Skip to Item #9)***

a. Are the instructional services received by these students different from the services received by other secondary level LEP students who enter with generally age-appropriate literacy skills and schooling in their native language?

Yes....1 No....2

(If yes) How do the instructional services differ?

(1) Additional course(s) focused on special literacy skills training 1
(2) Same courses as for other students but using a different instructional approach 2
(3) Content of academic courses differs 3
(4) Students receive vocational/job readiness training 4
(5) Other (Specify: ____) . 5

b. How many of these students are enrolled in vocational programs?
(Read response options)

A few 1
Some 2
Most 3
All 4

c. Approximately what percentage of secondary level LEP students who enter with limited educational backgrounds and/or very limited literacy skills in the native language receive a high school diploma?

_____%

9. Approximately what percentage of secondary level LEP students who enter school with literacy skills in their native language and generally age-appropriate levels of schooling are able to meet the state requirements for graduation?

_____%

10. What are the goals of instructional services for secondary LEP students who are not expected to meet state graduation requirements?

(a) To develop job-readiness skills 1
(b) To develop general functional/survival skills 2
(c) To develop oral English language skills 3
(d) To develop basic English literacy skills 4
(e) To develop a specific, vocational skill 5
(f) Other (Specify:______________________________________) 6

(If the responses to Item #14 of the District Mail Questionnaire indicate that there are no data analyses carried out and no data available on measures of achievement for LEP students, check here ____ and skip to interview Item #13.)

11. In the District Mail Questionnaire you indicated that achievement data (comparative analyses and/or available data) are available for LEP students. Are all LEP students tested and included in these data?

Yes....1 ***(Skip to Item #12)*** No....2

If no:

(a) Which students are excluded from testing?

(1) Students whom teachers judge to not have sufficient English skills to take the test 1
(2) All LEP students in specific LEP categories (Specify categories: ______________________________) 2
(3) Other (Specify: ______________________________) 3

(b) Which students are excluded from summaries of data or analyses?

(1) Students whom teachers judge to not have sufficient English skills to be included 1
(2) All LEP students in specific LEP categories (Specify categories: ______________________________ 2
(3) Other (Specify: ______________________________) 3

(If the responses to Item #14 of the District Mail Questionnaire indicate that there are no comparative data analyses available on measures of achievement for LEP students, check here _______ and skip to Interview Item #13.)

12. In the District Mail Questionnaire you indicated that data analyses comparing LEP and non-LEP students are carried out. What do the results of these comparative data analyses show in terms of standardized achievement test scores, other test scores, grades, teacher ratings, and any other measures of student performance?

Results of analyses of:

a. Standardized achievement test scores:

b. Other test scores:

c. Grades:

d. Teacher ratings:

e. Other measures of student performance (specify):

13. Do you have district-wide data for LEP students concerning: ***(Circle response for each)***

a. Attendance? Yes....1 No....2

(If yes) What do the data show?

b. Grade advancement? Yes....1 No....2

(If yes) What do the data show?

c. Graduation rates? Yes....1 No....2

(If yes) What do the data show?

14. a. Do you collect any data on the performance of former LEP students?

Yes....1 No....2 ***(Skip to Item #15)***

b. ***(If yes)*** What data do you collect?

c. What do these data show about the performance of former LEP students in comparison with their age/grade peers?

(1) They are performing above the level of their peers 1
(2) They are performing at about the same level as their age/grade peers . . 2
(3) They are performing slightly below their peers 3
(4) They are performing considerably below their peers 4
(5) Other (Specify:________________________________) 5

15. The next topic I'd like to discuss is the cost of instructional services for LEP students.

Refer to Item #16b on the District Mail Questionnaire:
Continue with "a-1" below if Item #16b was completed.
Continue with "a-2" below if Item #16b was left blank.

(If Item #16b was completed:)

a-1. In the District Mail Questionnaire, you indicated that the costs per LEP student per year are:

$______ ***(Complete with data from Mail Questionnaire)***

Does this amount represent total costs per LEP student or does it represent supplemental costs per LEP student, that is, costs that are in addition to the average cost per student in the district?

Total costs 1
Supplemental costs 2

(Continue to "b")

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(If Item #16b was left blank:)

a-2. In the District Mail Questionnaire, (Item #16), the approximate cost per student per year was left blank. Does the district calculate the costs of services to LEP students?

Yes....1 No....2 ***(Skip to Item #16)*** Don't Know....3 ***(Skip to Item #16)***

a-3. ***(If yes)*** What is the approximate cost per student per year for LEP students in this district? ***(If "don't know," skip to Item #16)***

$______

a-4. Does this represent total costs per LEP student or supplemental costs?

Total Costs 1
Supplemental Costs 2

(Continue to "b")

b. For what programs or program categories are such costs calculated?

c. What types of costs are included, e.g.:

(1) Personnel? Yes....1 No....2

(2) Materials? Yes....1 No....2

(3) Capital costs such as facilities? Yes....1 No....2

(4) Other facilities costs such as utilities and maintenance? Yes....1 No....2

16. Finally, I'd like to ask you for your overall assessment of your district's programs for LEP students. To what extent do you think that these programs are meeting the LEP students' needs? ***(Read response options)***

Not at all	1
Somewhat	2
Mostly	3
Completely	4

17. (a) What are the strengths of your instructional services for LEP students?

(b) What are the weaknesses of these services?

(c) What aspect of the district's instructional services for LEP students would you most like to change?

OMB Approval No. 18750068
Expires 6-30-92

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

SCHOOL TELEPHONE INTERVIEW GUIDE

Name: ______________________________

Title: ______________________________

Telephone: ______________ Date Completed: ______________

Interviewer: ______________________

To the Interviewer:
This interview should be conducted with either the principal and/or the person who is responsible for or most knowledgeable about the special instructional services for LEP students for all grade levels in the school between grades K-12.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 40 minutes to complete this interview. Thank you for your cooperation.

Public reporting burden for this collection of information is estimated to average 40 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

1. I'd like to start by asking about the nature of the LEP population at your school. Have there been any major changes in the past few years in the LEP population that you serve, e.g., in the number of LEP students in your school, in the language groups represented, or in the background characteristics of the LEP students?

Yes....1 No....2

(If yes) Please describe.

2. In the School Mail Questionnaire that you recently completed, your responses indicated that the MOST FREQUENTLY received type of LEP instructional service in your school is ***(use data from the School Mail Questionnaire, Instructional Service Description Forms, Item #37.1 to determine the most frequent service type. Enter title from item #37.0 and number of service type here):***
_______________________________________ (Service type #:).

a. For how many years has your school provided this type of instructional service?

________ years

b. Is one goal of this service type the development of students who are competent in more than one language, i.e., English and their native language?

Yes....1 No....2

c. For this most frequent service type, ***(repeat service type title__________)*** you indicated on the Mail Questionnaire that the most common service delivery structure is ______________________________. ***(Refer to Instructional Services Description Form for this service type, Item #37.8, and enter the most common service delivery structure).***

We would like to obtain information on the composition of the class(es) in which the LEP students within this service type receive instruction.

(Refer to each instructional setting as indicated in Item #37.8 and obtain estimates of the number of students in each category)

Setting	*#LEP*	*# Eng. only*	*#EP*	*Total*
Main class	____	____	____	____
Pull-out	____	____	____	____
Multiple period	____	____	____	____
Content Class	____	____	____	____

3. ***For the following question, refer to the responses to School Mail Questionnaire, Item #37.8 within the Instructional Services Description Form for the most frequent service type and complete as appropriate. If response "a" is circled, check here _______ and skip to Item # 4.***

If response "b" is circled, answer the following:

a. When students in this service type, ***(mention name of service type)***, move from one teacher to another for special periods of instruction for LEP students, what type of instruction do they miss in their main classroom? Is the same subject area or period of instruction always missed?

(1) type of instruction missed:

(2) is the same subject or period of instruction is always missed?

Yes....1 *No....2*

(If responses "c" and/or "d" are circled, answer the following:)

b. When students in this service type receive special periods of instruction for LEP students, what classes are they not able to take and therefore miss due to their participation in the special services classes?

c. ***(If response "e", obtain information on whether students miss other instruction when they receive special LEP services and, if so, what instruction is not received.)***

(Introduce next questions as follows:)

We are interested in learning more about what happens to students in this service type once they are exited from LEP status, that is, once they are reclassified and no longer considered to be LEP.

Review the response to the School Mail Questionnaire, Instructional Services Description Form, Item #37.7, for the most frequent service type. If response "d" indicating "no follow-up", check here _______ and skip to Item #5 below. For all other responses, continue with Item #4:

4. Still referring to the students in the most frequent service type (***give brief title of service type:*** ____), the responses to the School Mail Questionnaire indicated that after being exited from LEP status, students in this service type are most likely to ***(enter here the response from the School Mail Questionnaire, Item #37.7 on the Instructional Services Description for the most frequent service type):***

____.

Continue, as appropriate, based on the response listed above:

(a) ***If response indicates special transitional services (response "a"), remedial services ("b"), or follow-up monitoring ("c"):***

Please describe...

(1) the special transitional services:

(2) the remedial services:

(3) the follow-up monitoring:

OR, *(b)* ***If response indicates that students stay within the LEP service type as an English-proficient student ("e"):***

(1) How long does a student who has been exited from LEP status and who is now classified as English proficient, typically stay within this service type?

_____ years

(2) Does the instruction provided change for this student, once he/she is no longer classified as LEP?

Yes....1 No....2

If yes, how does it change?

(3) What will happen when this student exits from this service type? E.g., will he/she receive any other type of special instructional service?

OR, *(c)* ***If response indicates 'several alternatives' ("f") or 'other' ("g"):***
Describe the services students may receive. ***(Use the above questions as appropriate)***

5. Your responses in the School Mail Questionnaire also indicated that the SECOND MOST FREQUENTLY received type of LEP instructional service in your school is ***(use data from School Mail Questionnaire, Instructional Service Description Forms, Item #37.1 to determine the second most frequent service type. Enter title from Item #37.0 and the service type number here)***:

____ (Service type #:)

The next set of questions concerns this second most frequent service type.

a. For how many years has your school provided this type of instructional service?

________ years

b. Is one goal of this service type the development of students who are competent in more than one language, i.e., English and their native language?

Yes....1 No....2

c. For this service type, you indicated on the Mail Questionnaire that the most common service delivery structure is __________________________________. ***(Refer to Instructional Services Description for this service type, Item #37.8, and enter the most common service delivery structure).***

We would like to obtain information on the composition of the classes in which the LEP students receive instruction.

(Refer to each instructional setting as indicated in Item #37.8 and obtain estimates of the number of students in each category)

Setting	*#LEP*	*# Eng. only*	*#EP*	*Total*
Main class	____	____	____	____
Pull-out	____	____	____	____
Multiple period	____	____	____	____
Content Class	____	____	____	____

6. *For the following question, refer to the responses to School Mail Questionnaire Item #37.8, within the Instructional Services Description for the* *__second most frequent__* *service type and complete as appropriate. If response "a" is circled, check here _______ and skip to Item # 7.*

If response "b" is circled, answer the following:

a. When students in this service type *(mention name of service type ___________)* move from one teacher to another for special periods of instruction for LEP students, what type of instruction do they miss in their main classroom? Is the same subject area or period of instruction always missed?

(1) type of instruction missed:

(2) Is the same subject or period of instruction is always missed?

Yes....1 *No....2*

(If responses "c" and/or "d" are circled, answer the following:)

b. When students receive special periods of instruction for LEP students, what classes are they not able to take and therefore miss due to their participation in the special services classes?

c. *(If response "e", obtain information on whether students miss other instruction when they receive special LEP services and, if so, what instruction is not received.)*

(Introduce next questions as follows:)

We are interested in learning more about what happens to students in this service type once they are exited from LEP status, that is, once they are reclassified and no longer considered to be LEP.

Review the response to the School Mail Questionnaire, Instructional Services Description Form, Item #37.7, for the second most frequent service type. If response "d" indicating "no follow-up", check here _______ and skip to Item #8 below. For all other responses, continue with Item #7:

7. The responses to the School Mail Questionnaire indicated that after being exited from LEP status, students in this service type (***give brief title of service type:*** ______________________________) are most likely to: ____ ***(enter here the response from the School Mail Questionnaire, Item #37.7 on the Instructional Services Description for the second most frequent service type).***

Continue, as appropriate, based on the response listed above:

(a) ***If response indicates special transitional services (response "a"), remedial services ("b"), or follow-up monitoring ("c"):***

Please describe...

(1) the special transitional services:

(2) the remedial services:

(3) the follow-up monitoring:

OR, (b) If response indicates that students stay within the LEP service type as an English-proficient student ("e"):

(1) How long does a student who has been exited from LEP status and who is now classified as English proficient, typically stay within this service type?

_____ years

(2) Does the instruction provided change for this student, once no longer classified as LEP?

Yes....1 No....2

If yes, how does it change?

(3) What will happen when this student exits from this service type? E.g., will he/she receive any other type of special instructional services?

OR, (c) If response indicates 'several alternatives' ("f") or 'other' ("g"):

Describe the services students may receive. ***(Use the above questions as appropriate)***

If more than one service type in the school, continue to Item #8. If only one service type in the school, check here_____ and continue to Item #9.

8. Considering the different service types that your school provides to LEP students, do any of these service types typically occur in a sequence?

Yes....1 No....2 ***(Skip to Item #9)***

What is the most typical sequence? What grade range does this sequence include? ***(List the sequence in "a", giving the titles of the services as on the School Mail Questionnaire, Item 37; indicate the grade range in "b")***

Is there another frequently used sequence? ***(List the sequence in "c", giving the titles of the services as on the School Mail Questionnaire, Item 37)*** What grade range does this sequence include? ***(Indicate the grade average in "d")***

(a) Most typical sequence:	***(c) Second most typical sequence:***
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
(b) Typical grade range: grades __ to __	***(d) Typical grade range: grades __ to __***

Refer to the School Mail Questionnaire, Items #14 and #18. If there are no response options circled that indicate use of a test for either of these two items, then check here _____ and skip to Interview Item #10.

9. On the School Mail Questionnaire, you indicated that certain test scores are used in determining entry into LEP status and exit from LEP status. We would like to obtain some specific data on the test(s) and cut-off score(s) used.

If any of options b, c, d, e, or f (i.e., items indicating use of a test) are indicated for Item #14, then complete Item #9a below.

If any of options a, b, or c (i.e., items indicating use of a test) --or mention of a specific type of test in f ("other") -- are indicated for Item #18, then complete Item #9b below.

a. What specific tests and cut-off scores are used as part of the process for determining ENTRY into LEP status?

TESTS	***CUT-OFF SCORES***
Response b, oral proficiency tests in English:	
Response c, oral proficiency tests in the native language:	
Response d, literacy tests in English:	
Response e, achievement tests in English:	
Response f, achievement tests in the native language:	

(If there is more than one type of instructional service:) Do these vary by type of instructional service?

Yes....1 No....2

If yes, how do they differ?

b. What specific tests and cut-off scores are used for determining EXIT from LEP status?

TESTS	*CUT-OFF SCORES*
Response a, oral proficiency tests in English:	
Response b, achievement tests in English:	
Response c, literacy tests in English:	
Response f, "other" responses that indicate use of a test:	

(If there is more than one type of instructional service:)
Do these differ by type of instructional service?

Yes....1 No....2

If yes, how do they differ?

10. Approximately what percentage of LEP students are reclassified as English proficient each year? Include those students that are exited from LEP status during the school year and those whom the school exits from LEP status at the end of the year, i.e., those who will not be considered LEP in the next school year.

_____%

11. What have been the school's major successes and major problems in involving parents of LEP students in the school and in their children's education?

Successes:

Problems:

12. a. Does your school have data on the costs of services for LEP students?

Yes, overall....1 Yes, by service type....2 No......3 ***(Skip to Item #13)***

b. If cost data are available, what are these costs?

_______________ ***(total)*** ***or*** _______________ ***(per student)***

c. Are these total costs or supplemental costs, that is, costs that are in addition to the average cost per student in the district?

Total costs	1
Supplemental costs	2

d. What categories of expenditures are included, e.g., personnel costs? materials costs? capital costs for facilities? costs for maintenance and utilities? transportation? Other costs?

Personnel	1
Material	2
Capital Costs -	3
Maintenance	4
Transportation	5
Other (Specify: _____	6

13. a. To what extent would you say your school's programs for LEP students are meeting the needs of these students?
(Read response options:)

Not at all	1
Somewhat	2
Mostly	3
Completely	4

b. What specific needs are being met?

c. What specific needs are not being met?

14. a. Finally, what are the strengths and weaknesses of the instructional services that you provide to LEP students?

Strengths:

Weaknesses:

b. How might you further capitalize on the strengths of your services to LEP students?

c. How might your instructional services be changed to correct the weaknesses in your services for LEP students?

CASE STUDY INSTRUMENTS

OMB Approval No. 18750068
Expires: 6-30-92

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

DISTRICT COORDINATOR FOR LEP SERVICES
CASE STUDY INTERVIEW GUIDE

Name: ______________________________

Title: ______________________________

District: ______________ State: ______________

Mailing Address: ______________________________

____

____

Telephone Number: (________) ______________________

Interviewed by: ______________________ Date: __________

Note to the Case Study Researcher:
This interview should be carried out with the person at the district level responsible for coordination/supervision of the special instructional services for LEP students.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 30 minutes to complete this interview. Thank you for your cooperation.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

1a. What categories does the district use to summarize the types of special services provided to LEP students?

1b. How do these categories relate to the categories of instructional services that you reported in the District Mail Questionnaire? As you recall, ***(show completed Description of Services Chart, p. 11 of Mail Questionnaire)*** these categories were based on level of native language use. How do your categories relate to our categories?

1c. What are the main variables or differences that distinguish the different categories of service types that you use?

2. Are these categories used in district planning?

Yes....1 No....2

If yes, how are these categories used in planning?

3. Are these categories used in reporting on services for LEP students?

Yes....1 No....2

If yes, in what way are they used? What data are reported for the individual categories?

The Department of Education is interested in obtaining information on the costs of services that are provided to LEP students. I would like to ask you about cost data both for the district overall and for services provided to LEP students, and how these costs are related.

4a. In response to the Mail Questionnaire, you reported that the district's overall costs per student per year were $________. Is that correct?

4b. In response to our Mail Questionnaire and Telephone Interview, you indicated that the district's total costs per LEP student per year were: $________. What data are used in calculating this average?

5. We would like to obtain an understanding of what specifically is included in your total district costs and to obtain information on whether there is any separate accounting for non-LEP and LEP students.

First of all, let's consider facilities costs such as utilities, maintenance, building depreciation, etc. ***(Enter the available cost data in Table 1. If data are not available, enter N/A in the appropriate cell(s).)***

(a) What are your total costs for individual categories of facilities such as utilities, maintenance, building depreciation, or other categories for which you keep a separate accounting? Define these in terms of costs per student per year, with costs for all students included.

(b) Do you have any separate data on costs for LEP students within the categories of facilities costs that you listed?

(c) Do these costs for LEP students represent supplemental costs or are they costs that supplant the usual costs incurred?

TABLE 1: FACILITIES COSTS

(Items 5a-c).

CATEGORIES	COSTS PER STUDENT/YEAR	COSTS PER LEP STUDENT/YEAR	Supplementary?
Utilities			yes no
Maintenance			yes no
Building Depreciation			yes no
Other			yes no

6. Next, we are interested in costs in budget categories related to instruction. ***(Enter the available cost data in Table 2. If data are not available, enter N/A in the appropriate cell(s).)***

(a) What are your total costs for categories of expenditures related to instruction such as for instructional personnel (e.g., classroom teachers, specialist teachers, aides), administrative personnel, other personnel, materials, equipment, and any other categories for which you keep a separate accounting? Define these costs in terms of costs per student, with costs for all students included.

(b) Do you have any separate data on costs for LEP students within the categories of costs that you listed?

(c) Do these costs for LEP students represent supplemental costs or do they supplant the usual costs incurred?

TABLE 2: INSTRUCTIONAL COSTS

(Items 6a-c).

CATEGORIES	COSTS PER STUDENT/YEAR	COSTS PER LEP STUDENT/YEAR	Supplementary?
Instructional Personnel			yes no
Administrative Personnel			yes no
Other Personnel			yes no
Materials			yes no
Equipment			yes no
Other			yes no

7. Summary data on LEP students:

Review any summary descriptive or outcome data available on LEP students. Clarify (1) the type of data, (2) which students are included/excluded, (3) when the data were obtained. Obtain data on the average scores/grades and variability of the data. Obtain copies of any summary reports of the data that are available.

8. Summary data on former LEP students:

Review any summary descriptive or outcome data available. Clarify (1) the type of data, (2) which students are included/excluded, (3) when the data were obtained. Obtain data on the average scores/grades and variability of the data. Obtain copies of any summary reports of the data that are available.

9a. Does the district have any difficulty in recruiting qualified staff to work with limited English proficient students such as ESL teachers, bilingual teachers of Spanish language students, bilingual teachers of other language students, etc.?

Yes....1 No....2

Please explain.

9b. What type of staff are particularly difficult to recruit?

10. Does the district have difficulty with staff turnover for teachers of LEP students?

Yes....1 No....2

Please explain.

11a. How many openings for teachers and aides of LEP students are you currently trying to fill?

___

11b. How many applications do you have on file for positions of this type? ___
Approximately, what percentage of these applicants have the appropriate background and experience needed for teaching LEP students?

___ %

OMB Approval No. 18750068
Expires: 6-30-92

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

ASSISTANT SUPERINTENDENT/DIRECTOR OF INSTRUCTIONAL PROGRAMS CASE STUDY INTERVIEW GUIDE

Name:______________________________

Title:______________________________

District:____________________ State:____________________

Mailing Address:______________________________

____

Telephone Number: (________)______________________________

Interviewed by:____________________ Date:____________________

Note to the Case Study Researcher:
This interview should be conducted with the person who is responsible for instructional programs in the district. This person will usually be in an administrative position over the district coordinator for LEP services; if this is not the case, note the administrative relationship between the two positions.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 20 minutes to complete this interview. Thank you for your cooperation.

Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503

suprsite3(5)

1. What types of information do you receive regarding the instructional services for LEP students? How often do you receive this information and from whom?

2. Administratively, at the district level, what kinds of coordination are there between LEP instructional services and regular instructional services?

3. Is there any coordination between the Chapter 1 services and LEP instructional services? Please describe.

4. Is the district beginning to implement or planning any significant changes in the nature of the instructional services for LEP students?

   Yes....1 No....2

   If yes, please describe.

5a. Does the district have any difficulty in recruiting qualified staff to work with limited English proficient students such as ESL teachers, bilingual teachers of Spanish language students, bilingual teachers of other language students, etc.?

Yes....1 No....2

Please explain.

5b. What type of staff are particularly difficult to recruit?

6. Does the district have difficulty with staff turnover for teachers of LEP students?

Yes....1 No....2

Please explain.

7a. How many openings for teachers and aides of LEP students are you currently trying to fill?

____

7b. How many applications do you have on file for positions of this type? ____ Approximately, what percentage of these applicants have the appropriate background and experience needed for teaching LEP students?

____ %

8. What do you feel are the greatest needs of LEP students in this district?

9. What do you feel are the strengths of the instructional services received by LEP students in this district?

10. In which areas of the instructional services for LEP students do you see a need for improvement? Please explain.

OMB Approval No. 18750068
Expires: 6-30-92

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

DISTRICT CHAPTER 1 COORDINATOR
CASE STUDY INTERVIEW GUIDE

Name:____

District:______________________ State:______________________

Mailing Address:______________________________________

____

____

Telephone Number: (________)______________________________

Interviewed by:______________________________ Date:__________

Note to the Case Study Researcher:

This interview should be carried out with the person at the district level responsible for the Chapter 1 instructional program.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 20 minutes to complete this interview. Thank you for your cooperation.

Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

1. How much contact do you have with the coordinator of instructional services for limited English proficient (LEP) students? Do you coordinate or share information with him/her to any extent?

2. Is there any administrative linkage between the Chapter 1 program and the instructional services for LEP students? Do you report to the same supervisor as does the LEP services coordinator? Are you and the LEP services coordinator located within the same office or division?

3. Is there any contact, whether formal or informal, between other Chapter 1 staff at the district level and LEP staff at the district level? What kind of contact is there? How often does it occur?

4. Is there contact between Chapter 1 staff and LEP staff at individual schools? What kind of contact is there? How often does it occur?

5. ***(For Title VII districts only:)***Are there any restrictions on an individual LEP student's receipt at one time of both Chapter 1 services and Title VII special LEP services? What are the policies with regard to receipt of these services?

6. Approximately how many students receive Chapter 1 services in the district? ____ students

7. Approximately how many LEP students receive services through Chapter 1? ____ students

(If response to Item #7 is "0", end interview here.)

8. What determines whether a LEP student will receive Chapter 1 services?

9. What types of instructional services do LEP students receive through Chapter 1? That is:

   a. Is the native language of the LEP students used for instruction in Chapter 1 services?

      Yes....1 No....2

      If yes, approximately how much is the native language used?

      ____ %

   b. What subjects are taught to LEP students within Chapter 1 services?

   c. How much instruction do LEP students receive each week through Chapter 1?

      ____ hours ____ times per week = ____ hours total

120

d. Is this Chapter 1 instruction received in-class, or through a pull-out class, or other format?

e. How long do LEP students typically receive Chapter 1 services?

______ years

10. Do the Chapter 1 instructional services received by LEP students differ from Chapter 1 services received by non-LEP students?

Yes....1 No....2

If yes, how do they differ?

11. What type of coordination is there between the Chapter 1 services received by LEP students and the other instructional services that they receive? For example, do they use the same materials? Is there overlap in the curricula used? Is there information shared between Chapter 1 teachers and other teachers of LEP students?

12. Are there any special adaptations made for communication with parents of LEP students who receive Chapter 1 services?

Yes....1 No....2

If yes, please describe.

13. Have teachers in the Chapter 1 program received any specific information or assistance in working with LEP students and students from other cultures? What types of assistance have they received, e.g., staff development, specialist aide, etc.?

14. From your perspective, what are the most important benefits of the Chapter 1 services provided in your district for LEP students? What important contributions do Chapter 1 services make to the LEP students' overall instructional program?

15. From your perspective, what are the disadvantages or weak points in your district's Chapter 1 services for LEP students? What would you do to improve any weaknesses?

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A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

DISTRICT TESTING COORDINATOR CASE STUDY INTERVIEW GUIDE

Name: ____

District: ____________________ State: ____________________

Mailing Address: ______________________________________

____

____

Telephone Number: (________) ______________________________

Interviewedby: ______________________________ Date: ____________

Note to the Case Study Researcher:

This interview should be carried out with the person at the district level responsible for coordinating testing and analysis of district test data.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 25 minutes to complete this interview. Thank you for your cooperation.

Public reporting burden for this collection of information is estimated to average 25 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

1.a. Are LEP students included within the regular district testing program?

Yes....1 No....2

b. (If yes:) Which tests are used? Which LEP students, if any, are excluded? What criteria are used to determine whether a student should be excluded? Who makes the decisions as to which individual students are excluded?

c. Are data from LEP students included in any district-wide summaries or analyses of test data?

Yes....1 No....2

If yes, please describe. Are any categories of LEP students excluded from these summaries?

2. Are there any tests that are administered only to LEP students in the district?

Yes....1 No....2

If yes, what tests are used and which LEP students are tested? What is the purpose of the testing?

3. What district-level data bases are maintained that include data on LEP students? Describe the data in these data bases, including testing and other outcome data, as well as any descriptive information such as grade level, language background, English proficiency level, and special services received.

4.a. What reports are generated at the district level concerning LEP students? What data do these include? Are comparison group data also presented? (If yes:) Please describe the comparison group used and the type of comparison data presented.

b. What do the results of these analyses and comparisons generally show?

5.a. Are there reports/analyses generated concerning former LEP students?

b. (If yes:) What data are included in the reports? What comparison groups are used, if any? What types of descriptive data are included in the data? Are there any within-group comparisons made?

c. What do the results of the analyses generally show?

OMB Approval No. 18750068
Expires: 6-30-92

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

SCHOOL LEP SERVICES DATA SUMMARY

Name: ____________________

School: ____________________

District: ____________________ State: ____________________

Mailing Address: ____________________

____

____

Telephone Number: (________) ____________________

Interviewed by: ____________________ Date: ____________________

To the Case Study Researcher:

These data should be collected from the person who is responsible for the LEP special services in the school, the principal, head teacher, or a combination of these persons, as appropriate.

PLEASE READ THE FOLLOWING TO RESPONDENTS

These data are being collected as part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 40 minutes to complete this data collection form. Thank you for your cooperation.

Public reporting burden for this collection of information is estimated to average 40 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

The Department of Education is interested in obtaining information on the costs of services that are provided to LEP students. I would like to ask you about cost data both for the school overall and for services provided to LEP students, and how these costs are related.

1a. What are the school's overall costs per student per year?

b. In response to our School Telephone Interview, it was indicated that the school's total costs per LEP student per year are:$________. How is this figure obtained and what data are used in calculating this average?

2. We would like to obtain an understanding of what specifically is included in your total school costs and to obtain information on the extent to which there is any separate accounting for non-LEP and LEP students.

   First of all, let's consider facilities costs such as utilities, maintenance, building depreciation, etc. (Enter the available cost data on Table 1. If data are not available, enter "N/A" in the appropriate cell(s).)

   (a) What are your total costs for individual categories of facilities costs such as utilities, maintenance, building depreciation, or other categories for which you keep a separate accounting? Define these costs in terms of costs per student per year, including costs for LEP and non-LEP students combined.

   (b) Do you have any separate data on costs for LEP students within the categories of facilities costs that you listed? (If none, enter "N/A" in the appropriate column and skip to Item #3.)

   (c) Do these costs for LEP students represent supplemental costs or are they costs that supplant the usual costs incurred?

3. Next, we are interested in costs in budget categories that are more closely related to instruction. (Enter the available cost data in Table 2. If data are not available, enter "N/A" in the appropriate cell(s).)

   (a) What are your total costs for categories of expenditures related to provision of instruction such as for instructional personnel (e.g., classroom teachers, specialist teachers, aides), administrative personnel, other personnel, materials, equipment, and any other categories for which you keep a separate accounting? Define these costs in terms of costs per student, including costs for LEP and non-LEP students combined.

   (b) Do you have any separate data on costs for LEP students within the categories of costs that you listed? (If none, enter "N/A" in the appropriate column and skip to Item #4.)

   (c) Do these costs for LEP students represent supplemental costs or are they costs that supplant the usual costs incurred?

TABLE 1: FACILITIES COSTS

(Items 2a-c).

CATEGORIES	COSTS PER STUDENT/YEAR	COSTS PER LEP STUDENT/YEAR	Supplementary?
Utilities			yes no
Maintenance			yes no
Building Depreciation			yes no
Other			yes no

TABLE 2: INSTRUCTIONAL COSTS

(Items 3a-c).

CATEGORIES	COSTS PER STUDENT/YEAR	COSTS PER LEP STUDENT/YEAR	Supplementary?
Instructional Personnel			yes no
Administrative Personnel			yes no
Other Personnel			yes no
Materials			yes no
Equipment			yes no
Other			yes no

4. We have asked you to randomly select five LEP students in grade ___. I would like to ask you for some information on the backgrounds of these students and on the programs of instruction that they receive. In order to make our discussion easier, please identify the five students by the numbers 1 through 5.

(Using Table 3, record information on the students as indicated.)

5. We would also like to obtain information on the instructional services received by five former LEP students in grade ___. Again, to make our discussion easier please identify the students by the numbers 6-10.

(Using Table 4, record information on the students as indicated.)

6. Summary data on LEP students:

Review any summary descriptive or outcome data available on LEP students. Clarify (1) the type of data, (2) which students are included/excluded, (3) when the data are obtained. Obtain data on the average scores/grades and variability of the data. Obtain a copy of any summary reports of the data that are available.

7. Summary data on former LEP students:

Review any summary descriptive or outcome data available on former LEP students. Clarify (1) the type of data, (2) which students are included/excluded, (3) when the data is obtained. Obtain data on the average scores/grades and variability of the data. Obtain a copy of any summary reports of the data that are available.

TABLE 3: SAMPLE OF FIVE LEP STUDENTS

Student Information: LEP Students:	Student 1	Student 2	Student 3	Student 4	Student 5
a-1. Language group					
a-2. Grade					
a-3. Birthdate					
b. English proficiency: (circle one)*	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
c. Length of time in U.S. in years					
d. Number of years of schooling in U.S.					
e. Number of years of schooling outside U.S.					
f. Subjects/classes in which enrolled: (1)					
(2)					
(3)					
(4)					
(5)					
(6)					
g. Number of different teachers who provide instruction to this student:					
h. Brief title of service type received by student**					

* 1 = Very little or no proficiency in English (they generally cannot communicate or function using English.
2 = Very limited proficiency (they have considerable difficulty in using English to communicate or function in the classroom)
3 = Limited proficiency (they have difficulty in using English to communicate or function in the classroom.)

** Use service types as defined in School Mail Questionnaire.

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TABLE 3, CONTINUED: SAMPLE OF FIVE LEP STUDENTS

Student Information: LEP Students:	Student 1	Student 2	Student 3	Student 4	Student 5
i. Are aides present for any part of the instruction provided to this student?	yes no	yes no	yes no	yes no	yes no
j. Does at least one of the student's teachers speak the students' native language?	yes no	yes no	yes no	yes no	yes no
k. Does at least one of the student's aides speak the native language?	yes no N/A	yes no N/A	yes no N/A	yes no N/A	yes no N/A
l. Academic achievement of student: (1) Average grade, Fall 1991					
(2) Most recent standardized test: Test name					
(3) Test level/form					
(4) Date tested					
(5) Percentile in reading					
(6) Percentile in math					
m. Most recent English language proficiency test: (1) Test name					
(2) Test level/form					
(3) Date tested					
(4) Score					
n. When is student expected to be exited from LEP services? (Give month and year.)					

TABLE 4: SAMPLE OF FIVE FORMER LEP STUDENTS

Student Information: Former LEP Students:	Student 6	Student 7	Student 8	Student 9	Student 10
a-1. Language group					
a-2. Grade					
a-3. Birthdate					
b. Length of time in U.S. in years					
c. Number of years of schooling in U.S.					
d. Number of years of schooling outside U.S.					
e. Classes in which currently enrolled: (1)					
(2)					
(3)					
(4)					
(5)					
(6)					
f. Number of different teachers who provide instruction to this student					
g. Do any of the student's teachers speak the students' native language?	yes no	yes no	yes no	yes no	yes no
h. Total number of years as LEP student					

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TABLE 4, CONTINUED: SAMPLE OF FIVE FORMER LEP STUDENTS

Student Information: Former LEP Students:	Student 6	Student 7	Student 8	Student 9	Student 10
i. Present academic achievement of student: (1) Average grade, Fall 1991					
(2) Most recent standardized test: Test name					
(3) Test level/form					
(4) Date tested					
(5) Percentile in reading					
(6) Percentile in math					
j. Brief title(s) of service type(s)* received by student as a LEP student (if not a LEP for any one year, enter "N/A"): (90-91)					
(89-90)					
(88-89)					
k. When was this student exited from LEP status? (give month, year)					
l. What was the achievement level of student when exited from LEP status?: (1) Average grade when exited					
(2) Standardized achievement test: Test name					
(3) Test level/form					
(4) Date tested					
(5) Percentile in reading					
(6) Percentile in math					

* Use service type as defined in School Mail Questionnaire.

OMB Approval No. 18750068
Expires: 6-30-92

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

SCHOOL PRINCIPAL
CASE STUDY INTERVIEW GUIDE

Name:______________________________ School:______________________

District:___________________________ State:________________________

Mailing Address:____

____

____

Telephone Number: (________)_______________________________

Interviewedby:_______________________________ Date:______________

Note to the Case Study Researcher:

This interview should be carried out with the principal of the school.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate.

Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 25 minutes to complete this interview. Thank you for your cooperation.

Public reporting burden for this collection of information is estimated to average 25 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

1. What are the most important needs of the LEP students in this school?

2. Are these needs being met through the services provided to the LEP students? Please explain.

3. Do LEP students interact with non-LEP students?

Yes....1 No....2

When and in what ways do they interact?

4a. For the school in general, to what extent are all parents (parents of both LEP and non-LEP students) active in the school? In what ways are they active?

4b. Are parents of LEP students active in the school to the same extent as parents of non-LEP students? Please explain.

5. What is the school doing to promote parent involvement for parents of LEP students?

6. Have the staff in this school received any training to help them deal with the non-instructional needs of students, e.g., needs that require the assistance of social services agencies, special counselors, or other types of support services?

7a. In general, what are the strengths of the staff in this school who provide instructional services to LEP students? For example, do you feel that these strengths are in terms of their training, their language competence, motivation, teamwork/collaboration, etc.?

7b. In what areas would you like to see improvement in the staff who work with LEP students?

8a. What is the most typical student-staff ratio for classrooms that serve all or primarily non-LEP students?

8b. What is the student/staff ratio for LEP students in the most frequent LEP service type, i.e., ***(enter title of most frequent service type):*** ____________________________________.

Refer to the responses to Item #38.8 on the School Mail Questionnaire Instructional Services Description for the most frequent service type. If the response is "b" or "c", then obtain the ratio for the main classroom or multiple period class, as appropriate.

9a. Does the school have any difficulty in recruiting qualified staff to work with limited English proficient students such as ESL teachers, bilingual teachers of Spanish language students, bilingual teachers of other language students, etc.?

Yes....1 No....2

Please explain.

9b. What type of staff are particularly difficult to recruit?

10. Does the school have difficulty with staff turnover for teachers of LEP students?

Yes....1 No....2

Please explain.

11a. How many openings for teachers and aides of LEP students are you currently trying to fill?

___

11b. How many applications do you have on file for positions of this type? ___
Approximately, what percentage of these applicants have the appropriate background and experience needed for teaching LEP students?

___ %

12a. Does the school identify students who are at risk of dropping out?

Yes....1 No....2

If yes, how are they identified?

12b. Are there any special initiatives in the school that are focused on decreasing dropout or on minimizing the risk that students will later drop out of school?

Yes....1 No....2

If yes, are there any special adaptations made for LEP students or special initiatives for LEP students focused on dropout prevention? Please describe.

12c. Are there any special initiatives in the school that are focused on decreasing drug and alcohol abuse?

Yes....1 No....2

If yes, are there any special initiatives or adaptations in this drug and alcohol prevention effort that are made in order to address LEP students?

13a. What do you feel are the strong points of the school for students overall (both LEP and non-LEP)?

13b. Considering the school overall, in which areas do you feel there is a need for improvement? Please explain.

14a. What do you feel are the strong points of the school for LEP students in particular?

14b. Considering the school program for LEP students, in which areas do you feel there is a need for improvement? Please explain.

14c. Do you believe that changes and improvement can be made in these areas? (If yes:) In what ways can these improvements be made? (If no:) Why not?

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A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

TEACHER OF PRIMARILY LEP STUDENTS
CASE STUDY INTERVIEW GUIDE

Name: ______________________________

District: ________________ State: ________________

School: ________________ Grade: ________________

Brief Title of Services: ______________________________

Telephone Number: (________) ______________________________

Interviewedby: ________________ Date: ________________

Note to the Case Study Researcher:
This interview should be carried out with two teachers per school who teach primarily LEP students within the grade level of focus at the school. If there are no teachers who teach primarily LEP students, then the interview should be carried out with teachers of any LEP students.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate.

Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 20 minutes to complete this interview. Thank you for your cooperation.

Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

1. What is your role in providing instructional services to LEP students (e.g., main classroom teacher, pull-out ESL teacher, intensive ESL teacher)?

2. What would you say best describes your primary approach in teaching English, mathematics, and science in your classes that include LEP students?

	English	Mathematics	Science
a) Remediation of basic skills	1	1	1
b) Sequenced mastery of specific skills and objectives	2	2	2
c) Thematic, cross-disciplinary instruction	3	3	3
d) Other: Specify:____________________ ____________________	4	4	4
e) I do not teach this subject	5	5	5

3. How well-prepared for working with LEP students do you feel you are? What parts of your training and background has been the most valuable in preparing you for working with LEP students?

4a. What do you think are the areas of greatest need for teachers as far as training and preparation for working with LEP students in this school?

4b. Is there anything that is being done to address these needs?

5. Do teachers in this school generally work independently or do they work together and/or share information? In what ways do teachers work together? For example, is there any collaborative teaching, collaborative work in developing instruction? Please describe.

6. Would you say that you enjoy working in this school? Why? / Why not?

7. How much support do you feel there is for instructional services for LEP students in this school? For example, is there support from the principal, from other teachers and staff, are needed resources and materials available, etc.? Are there any areas in which lack of support is a problem?

8. Do the parents of LEP students in your class(es) get involved in the classroom or the school in any way?

Yes....1 No....2

If yes, what do they do?

9. Do parents of your LEP students work with their students at home or otherwise provide help or support to their children?

Yes....1 No....2

If yes, what do they do?
If no, what do you think are the reasons that they do not?

10. Have you made any specific attempts to involve parents of LEP students in the school or in school work in any way?

Yes....1 No....2

If yes, what were they? Do you feel that they worked out well? Why?/Why not?

11a. What do you think are the LEP students' greatest areas of need? For example, are there needs in terms of instruction, in terms of guidance or other support services, special education, etc.?

11b. Do the current services for LEP students address these needs?

12. If you could design the instructional services for LEP students in any way that you wanted, what would be the most significant changes you would make?

13. Based on your knowledge of your LEP students, what do you think will be the possibilities for them in the future? For example, what level of education and employment do you think they will be able to achieve?

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A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED-ENGLISH PROFICIENT STUDENTS

TEACHER OF FORMER LEP STUDENTS CASE STUDY INTERVIEW GUIDE

Name:____

District:______________________State:____________________

School:______________________Grade:____________________

Telephone Number: (________)_____________________________

Interviewed by:____

Note to the Case Study Researcher:

This interview should be carried out with teachers who teach former LEP students at the grade level of focus for the school. If there are no teachers at the grade level of focus who teach former LEP students, then a teacher at the next grade level who teaches former LEP students should be interviewed.

PLEASE READ THE FOLLOWING TO RESPONDENTS

This interview is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided nationwide to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Unless otherwise stated, the questions refer to the present school year (1991-92). It should take approximately 15 minutes to complete this interview. Thank you for your cooperation.

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

1. What is your role in providing instructional services to former LEP students?

2. What would you say best describes your primary approach in teaching English, mathematics, and science in your classes that include former LEP students?

	English	Mathematics	Science
a) Remediation of basic skills	1	1	1
b) Sequenced mastery of specific skills and objectives	2	2	2
c) Thematic, cross-disciplinary instruction	3	3	3
d) Other: (Specify:______________________ ______________________________)	4	4	4
e) I do not teach this subject	5	5	5

3. How well prepared do you feel you are for working with students in this school, and especially for working with former LEP students? What parts of your training and background have been most valuable to you in preparation for your teaching responsibilities, especially for teaching former LEP students?

4. Do teachers in this school generally work independently or do teachers work together and/or share information? In what ways do they work together? Is there any collaborative teaching in this school? Please describe.

5. Would you say that you enjoy working in this school? Why? Why not?

6. How much support do you feel there is for instructional services for LEP students in this school? For example, is there support from the principal, from other teachers and staff, are needed resources and materials available, etc.? Are there any areas in which lack of support is a problem?

7. Are parents generally active in this school? In what ways?

8. How successfully are former LEP students performing in class? What are their areas of strength? In which areas do they have difficulties?

9. Do you feel that the former LEP students are still in need of special instructional services?

Yes....1 No....2

If yes, what types of services are needed?

10. Based on your experience with former LEP students in your class(es), what do you think will be the possibilities for them in the future? For example, what level of education and employment do you think they will be able to achieve?

OMB Approval No. 18750068
Expires: 6-30-92

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

STUDENT FOCUS GROUP GUIDE

Grade:____

School:____________________ District:____________________

LEP Service Type:____________________________________

Number of Students:__________________ Date:______________

Language Group(s):___________________________________

Interviewed by:____________________ Assisted by:____________

Note to the Case Study Researcher:

This interview should be conducted with a small group of LEP students drawn from the classroom in which the classroom observation was carried out. In grades 1-3, the interview should be carried out with 2-3 students; in grades 4 and above, the interview should be carried out with 3-4 students.

PLEASE READ THE FOLLOWING TO RESPONDENTS

We are talking to students and their teachers in schools all across the country. We are asking them about their schools so that we will understand how to help make them better. We would like to know what school is like for you too.

The study is authorized under P.L. 100-297, Section 7031. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. Your responses will be kept confidential and we will not identify you in any report.

Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

1. Can each of you tell me a little about yourselves? Where were you born? What grade are you in? How long have you been going to this school?

	Country of Birth	Grade	Yrs. in School
Student 1:			
Student 2:			
Student 3:			
Student 4:			

2. Does your parent or someone in your home ask you about your homework? Who asks you about your homework? Does he/she ask you about your homework every day? Does he/she check to see if you have finished your homework?

Student 1:

Student 2:

Student 3:

Student 4:

3. Does someone help you with your homework? Who helps you?

Student 1:

Student 2:

Student 3:

Student 4:

*4. Has a parent or someone who lives with you come to school to talk to your teacher(s) during this school year? If yes, who came to school? Why did they come?

Student 1:

Student 2:

Student 3:

Student 4:

---

*Do not ask students in grades 1-2.

5. How do you feel about school? What do you like best about this school?

Student 1:

Student 2:

Student 3:

Student 4:

*6. Are you learning the things you want to learn? Why or why not? What else would you like to learn?

Student 1:

Student 2:

Student 3:

Student 4:

---

*Do not ask students in grades 1-2.

7. If you could do anything to make this school better, what would you do?

Student 1:

Student 2:

Student 3:

Student 4:

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

CLASSROOM OBSERVATION GUIDE

District:____

School:____

Teacher:____________________ Room:______________

Brief title of service type:______________________________

Subject area:____________________ Time observed: From ____ To ____

Case Study Researcher:____________________ Date:____________

Note to the Case Study Researcher:

For each grade level of focus, at least two classroom observations should be carried out, one observation of English language arts instruction and one observation of another subject area, either mathematics, science, or social studies. Each observation should be 25 minutes in length, followed by approximately 5-10 minutes of time required to complete the summary of the observation.

The observation is completed in three parts: First, at the beginning of the observation, some basic information is noted to provide a description of the class observed. Second, observations are made at intervals throughout the 25-minute observation period focused on specific class activities. Third, at the end of the observation, summary descriptions of the session observed are noted.

PART I: DESCRIPTION OF CLASS

1. Number of students? . . . . ________

2. Number of teachers? . . . . ________

3. Number of aides? . . . . ________

4. Number of parents, volunteers, and other persons? . . . . ________

   Who are these other persons?

5. At what point in the lesson/instructional activity did the observation begin? ***(Circle one)***

   a. Beginning 1
   b. Middle 2
   c. End 3

6. Physical arrangement of classroom: ***(Circle one)***

   a. Traditional: desks in rows 1
   b. Desks in groups/clusters or group tables 2
   c. Activity centers 3
   d. Other (Describe:____________
   ______________________________ 4

PART II: CLASS ACTIVITIES

7. Check/complete as indicated in the categories below for each five-minute time block.

	0-5 minutes	6-10 minutes	11-15 minutes	16-20 minutes	21-25 minutes
CLASSROOM INSTRUCTIONAL ACTIVITIES INVOLVE (check all that apply):					
Whole class: all students work on same activity					
Pairs/groups: students within each pair/group work on same activity					
Individual student work on various activities					
Other:					
INSTRUCTIONAL INTERACTION IS CHARACTERIZED BY (check all that apply):					
Students sharing/exchanging information with teacher					
Students sharing/exchanging information/assisting each other					
Students working independently without sharing/exchanging information					
ACTIVITIES (check all that apply):					
Reading:Students read out loud in turn					
Reading:Silent reading					
Reading:Teacher/other reads to class					
Writing:Test/worksheet/skills etc.					
Writing:Open-ended,e.g.,journals, essays					
Discussion, Q&A: Teacher-directed					
Discussion, Q&A: Student-directed					
Presentation of instructional information by teacher					
Instruction-related activity directed by teacher					
Instruction-related activity directed by students					
Transition/other non-instructional activity					
Other:					
"OFF-TASK" BEHAVIOR					
Number of students "off-task"					

PART III: SUMMARY OF OBSERVATION

8. **Language used for instruction:**

a. **Approximate** percentage of teacher speech to students in language other than English ***(If 0%, skip to Item #9):***

________%

b. Specify the non-English language used: ____________________

c. Primary purpose for which non-English language was used ***(Circle one):***

Instruction	1
Class management	2
Disciplining students	3

9. Approximate percentage of student speech in language other than English ***(If 0%, skip to Item #10):***

________%

10. Considering all speech in the classroom, approximately what percentage was:

a.	Speech by the teacher?	________%
b.	Speech by the students?	________%
	TOTAL:	100%

11. **What is the approximate composition of the class in terms of language backgrounds and English proficiency levels?**

12. What was the main focus of the instruction/instructional activity? ***(Circle one):***

a.	Presentation of new material/information	1
b.	Review of already presented material	2
c.	Further discussion/elaboration of already introduced concepts	3
d.	Other______________ __________	4

13. Was there any movement of students in or out of the class during the observed session? Explain.

14. ***(If aides or other adults were present in the class:)*** What were the activities of aides or other adults present in the class? Did they use English or another language?

15. Summarize your overall impressions of the class session in terms of apparent student comprehension, involvement in the instruction, and student opportunities for language use.

A DESCRIPTIVE STUDY OF SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

SCHOOL OBSERVATION NOTES

District:____

School:____

Case Study Researcher:____________________ Date:____________

Note to the Case Study Researcher:

This form is for recording general observations made at the school, as background information for the description of instructional services. Complete this form at the end of your one-day visit to the school. In making your notes, give examples that support your observations.

1. To what extent is there a positive attitude with high expectations for students present in the school (e.g., as observed through school activities, bulletin boards, staff comments, etc.)? Is there any different noted in this regard for attitudes concerning LEP students versus non-LEP students?

2. Does the school appear to be governed by clearly defined principles and guidelines for behavior?

3. Is the school building itself clean and orderly? Do the facilities appear to be well-maintained and up-to-date?

4. Characterize the student/staff interactions outside of classrooms (in halls, cafeteria, etc). To what degree are they warm/friendly? Do staff address students by name?

5. To what extent does the school instructional program for LEP students appear to be integrated into the program for non-LEP students? For example, to what extent is there interaction between LEP/non-LEP staff and LEP/non-LEP students, etc.?

6. Provide any other comments on the overall school/program that will help to more fully characterize the nature of the instructional experience of LEP students in this school.

TITLE VII STUDY INSTRUMENTS

STUDY OF TITLE VII PROJECTS
PROJECT FILE REVIEW

District ID Number: ______________________________

Grant Number: ______________________________

Grantee: ______________________________

City: ____________________ State: __________

Telephone Number: ______________ Date Completed: ________

Reviewer: ______________________________

1. Schools to be served by grant:

Name	Grade Levels Served
a.	
b.	
c.	
d.	
e.	
f.	

2. Grades of students to be served by grant: PK K 1 2 3 4 5 6 7 8 9 10 11 12

3. Number of students to be served by grant: ____________ LEP students

____________ EP students

4. Most common native language groups of students to be served by grant:

____________ ____________ ____________

5. Personnel time to be supported by grant (including release time for training)

	Number of Individuals	Person-Hours
a. Administrators (LEP coordinator, etc.)	________	________
b. Teaching staff (including release time)	________	________
c. Support staff/aides (including release time)	________	________

6. College/university coursework to be supported by grant

		Number of Individuals	Credit-Hours
a.	Administrators	______	______
b.	Teaching staff	______	______
c.	Support staff/aides	______	______

7. Content areas of college/university coursework

a. Teaching English to LEP students 1
(Specify content: ______________________________)

b. Teaching other subject areas to LEP students 2
(Specify content: ______________________________)

c. Cultural awareness/special needs of LEP students 3
(Specify content: ______________________________)

d. Language acquisition theory and its implication for effective practices . . 4
(Specify content: ______________________________)

e. Other 5
(Specify content: ______________________________)

8. Inservice training to be supported by grant

		Number of Individuals	Total Hours
a.	Administrators	______	______
b.	Teaching staff	______	______
c.	Support staff/aides	______	______

9. Content areas of inservice training

a. Teaching English to LEP students 1
(Specify content: ____)

b. Teaching other subject areas to LEP students 2
(Specify content: ____)

c. Cultural awareness/special needs of LEP students 3
(Specify content: ____)

d. Language acquisition theory and its implication for effective practices . . 4
(Specify content: ____)

e. Other 5
(Specify content: ____)

10. Student support services to be supported by grant

	Service	Number of LEP Students Impacted
a.	In-class aides	________
b.	Out-of-class tutoring	________
c.	Health or social services	________
d.	Vocational/career counseling	________
e.	Personal counseling	________
f.	Other: ________________________	________
g.	Other: ________________________	________
h.	Other: ________________________	________

11. Family support/parental involvement services to be supported by grant

	Service	Number of LEP Students Impacted
a.	Interpreters for school meetings	______
b.	Special meetings for LEP parents	______
c.	Home visits	______
d.	Parenting classes	______
e.	ESL classes for parents	______
f.	Other: ______________________________	______
g.	Other: ______________________________	______
h.	Other: ______________________________	______

12. Materials/resources to be purchased by grant

a. Computers 1
(Specify number: __________)

b. Computer software 2
(Specify types: ______________________________________)

c. Curriculum materials 3
(Specify types and amounts: ______________________________
____)

d. Other instructional materials 4
(Specify types and amounts: ______________________________
____)

e. Other: ____ . 5

13. New instructional approaches to be employed as a result of the grant

	Approach	Number of LEP Students Impacted
a.		
b.		
c.		
d.		

14. Budget for grant

a.	Personnel- administrative	$
b.	Personnel- teaching	$
c.	Personnel- support staff	$
d.	Travel	$
e.	Materials and supplies	$
f.	Equipment	$
g.	Contracts (evaluation, etc.)	$
h.	Other (____________________)	$
	TOTAL	$

OMB Approval No. 18750086
Expires 7 - 31 - 93

REVIEW OF TITLE VII PROJECTS
PROJECT DIRECTOR TELEPHONE SURVEY

District ID Number: ______________________________

Grant Number: ______________________________

Grantee: ______________________________

City: ____________________ State: __________

Telephone Number: __________ Date Completed: __________

Interviewer: ______________________________

To the Interviewer:

This interview should be conducted with the Title VII Project Director.

PLEASE READ THE FOLLOWING TO RESPONDENTS

I would like to talk to you about your Title VII (Part A) Grant Number _____, titled ______ ______________________________. All of my questions concern the last school year, i.e., 1991-1992.

This interview is part of a study being conducted by Development Associates for the U.S. Department of Education to describe services being provided under Title VII to limited English proficient (LEP) students in public schools. The study will be used to inform education policy-makers about the types of services being provided and about issues related to serving LEP students.

The study is authorized under P.L. 100-297, Section 7031. We will not present personally identifiable information in any report or publication resulting from the study. Your responses will be kept confidential to the extent permissible under law. You are not required to respond, but your responses are needed to make the study comprehensive and accurate. It should take approximately 20 minutes to complete this interview. Thank you for your cooperation.

Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561; and to the Office of Management and Budget, Paperwork Reduction Project 1875-NEW, Washington, D.C. 20503.

1. How many schools were actually served by this Title VII grant last year, that is, in the 1991-92 school year?

____

2. What were the grade levels of the students that were actually served by the grant last year?

PK K 1 2 3 4 5 6 7 8 9 10 11 12

3. How many LEP students were served by the grant last year? _______________

How many English proficient students were served? _______________

4. What were the three most common native languages spoken by the LEP students served by the grant last year?

_______________ _______________ _______________

5. For how many different administrators, teachers, support staff and aides did the grant support salaries? Include individuals even if the grant only supported release time for training.

First, how many administrators? How many total hours of personnel time were supported?

Second, how many members of the teaching staff? How many total hours of personnel time were supported?

Third, how many support staff and aides? How many total hours of personnel time were supported?

		Number of Individuals	Person-Hours
a.	Administrators (LEP coordinator, etc.)	__________	__________
b.	Teaching staff (including release time)	__________	__________
c.	Support staff and/or aides (include release time)	__________	__________

6. For how many different administrators, teachers, support staff and aides did the grant support college/university coursework?

First, how many administrators? How many total credit-hours were supported?

Second, how many members of the teaching staff? How many total credit-hours were supported?

Third, how many support staff and aides? How many total credit-hours were supported?

		Number of Individuals	Credit-Hours
a.	Administrators	__________	__________
b.	Teaching staff	__________	__________
c.	Support staff and/or aides	__________	__________

7. I would like to determine the content areas of college/university coursework which were supported. Did the grant support coursework in the area of...? What was the specific content area?

a. Teaching English to LEP students 1
(Specify content: ____)

b. Teaching other subject areas to LEP students 2
(Specify content: ____)

c. Cultural awareness/special needs of LEP students 3
(Specify content: ____)

d. Language acquisition theory and its implication for effective practices . . 4
(Specify content: ____)

e. Other 5
(Specify content: ____)

8. For how many different administrators, teachers, support staff and aides did the grant support inservice training?

First, how many administrators? How many total hours of training were supported?

Second, how many members of the teaching staff? How many total hours of training were supported?

Third, how many support staff and aides? How many total hours of training were supported?

		Number of Individuals	Total Hours
a.	Administrators	______	______
b.	Teaching staff	______	______
c.	Support staff and/or aides	______	______

9. I would like to determine the content areas of inservice training which were supported. Did the grant support coursework in the area of...? What was the specific content area?

a. Teaching English to LEP students 1
(Specify content: ____)

b. Teaching other subject areas to LEP students 2
(Specify content: ____)

c. Cultural awareness/special needs of LEP students 3
(Specify content: ____)

d. Language acquisition theory and its implication for effective practices . . 4
(Specify content: ____)

e. Other 5
(Specify content: ____)

10. Which of the following student support services were supported by the grant? How many LEP students were impacted?

	Service	Number of LEP Students Impacted
a.	In-class aides	_______
b.	Out-of-class tutoring	_______
c.	Health or social services	_______
d.	Vocational/career counseling	_______
e.	Personal counseling	_______
f.	Other: ______________________________	_______
g.	Other: ______________________________	_______
h.	Other: ______________________________	_______

11. Which of the following family support or parental involvement services were supported by the grant? How many students were impacted?

	Service	Number of LEP Students Impacted
a.	Interpreters for school meetings	_______
b.	Special meetings for LEP parents	_______
c.	Home visits	_______
d.	Parenting classes	_______
e.	ESL classes for parents	_______
f.	Other: ______________________________	_______
g.	Other: ______________________________	_______
h.	Other: ______________________________	_______

12. Which of the following materials or resources were purchased by the grant last year?

a. Computers 1
(Specify number: _________)

b. Computer software 2
(Specify types: ____)

c. Curriculum materials 3
(Specify types and amounts: _________________________________
____)

d. Other instructional materials 4
(Specify types and amounts: _________________________________
____)

e. Other: ____ . 5

13. What new instructional approaches were employed last year as a result of the grant? How many LEP students were impacted by each approach?

	Approach	Number of LEP Students Impacted
a.	______________________________	________
b.	______________________________	________
c.	______________________________	________
d.	______________________________	________

14. How much money in each of the following categories was actually spent out of the grant last year?

a.	Personnel- administrative	$ __________
b.	Personnel- teaching	$ __________
c.	Personnel- support staff	$ __________
d.	Travel	$ __________
e.	Materials and supplies	$ __________
f.	Equipment	$ __________
g.	Contracts (evaluation, etc.)	$ __________
h.	Other (______________________________)	$ __________
	TOTAL	$ __________